

Appendix G: Unit and Item Nonresponse Bias Analysis

This page intentionally left blank

Table G-1. Nonresponse bias before and after weight adjustments for the sample using the W4STUDENT weight to define the set of respondents, by selected categorical variables: Second follow-up

Variable	Before weight adjustment						After non-response weight adjustment				
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
School type											
Public	14,100	6,500	92.85	92.43	93.74	-0.42*	-0.46	92.85	92.85	#	#
Private	3,200	1,300	7.15	7.57	6.26	0.42*	5.91	7.15	7.15	#	#
Asian 9th-grade enrollment percent											
≤ 2 percent	9,100	4,200	50.16	49.22	52.15	-0.94*	-1.87	50.16	49.81	-0.35	-0.70
> 2 percent	8,300	3,600	49.84	50.78	47.85	0.94*	1.89	49.84	50.19	0.35	0.70
Black 9th-grade enrollment percent											
≤ 7 percent	9,700	4,300	53.96	54.19	53.45	0.24	0.44	53.96	54.26	0.30	0.56
> 7 percent	7,700	3,500	46.04	45.81	46.55	-0.24	-0.52	46.04	45.74	-0.30	-0.67
Hispanic 9th-grade enrollment percent											
≤ 5 percent	9,200	4,000	44.36	44.99	43.03	0.63	1.42	44.36	44.69	0.33	0.75
> 5 percent	8,100	3,800	55.64	55.01	56.97	-0.63	-1.13	55.64	55.31	-0.33	-0.60
Other 9th-grade enrollment percent											
< 80 percent	9,000	4,200	61.87	61.43	62.79	-0.43	-0.70	61.87	61.79	-0.08	-0.13
≥ 80 percent	8,400	3,600	38.13	38.57	37.21	0.43	1.14	38.13	38.21	0.08	0.21
Charter school											
Yes	310	130	1.55	1.58	1.47	0.03	2.25	1.55	1.56	0.02	1.07
No	13,700	6,300	90.56	90.03	91.69	-0.53*	-0.59	90.56	90.54	-0.03	-0.03
Private	3,300	1,300	7.89	8.39	6.83	0.50*	6.33	7.89	7.90	0.01	0.11

See notes at end of table.

Table G-1. Nonresponse bias before and after weight adjustments for the sample using the W4STUDENT weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Total enrollment											
< 499 students	2,900	1,300	13.20	12.88	13.87	-0.32	-2.41	13.20	13.20	#	#
500–999 students	4,100	1,800	24.23	24.59	23.47	0.36	1.48	24.23	24.23	#	#
1,000–1,499 students	3,800	1,800	21.67	20.72	23.69	-0.95*	-4.39	21.67	21.67	#	#
1,500–2,000 students	3,300	1,400	17.81	18.22	16.92	0.42	2.35	17.81	17.87	0.07	0.37
> 2,000 students	3,300	1,400	23.09	23.58	22.04	0.49	2.14	23.09	23.02	-0.07	-0.29
9th-grade enrollment											
0–149 9th-grade students	4,000	1,800	17.74	17.72	17.78	-0.02	-0.11	17.74	17.74	#	#
150–299 9th-grade students	3,900	1,700	23.00	23.13	22.73	0.13	0.55	23.00	23.00	#	#
300–449 9th-grade students	3,900	1,800	21.57	20.94	22.91	-0.63	-2.93	21.57	21.57	#	#
450–600 9th-grade students	2,800	1,200	17.57	17.79	17.09	0.22	1.28	17.57	17.55	-0.01	-0.08
600+ 9th-grade students	2,700	1,200	20.12	20.42	19.49	0.30	1.49	20.12	20.14	0.01	0.07
Number of full-time teachers											
≤ 50	5,600	2,400	28.72	29.10	27.92	0.38	1.32	28.72	28.72	#	#
51–100	7,000	3,200	39.02	38.31	40.53	-0.71	-1.83	39.02	39.02	#	#
101–150	3,500	1,600	22.64	22.88	22.14	0.24	1.05	22.64	22.64	#	#
> 150	1,300	560	9.61	9.71	9.41	0.10	1.01	9.61	9.61	#	#
Student to teacher ratio											
≤ 10	1,200	630	6.68	6.37	7.32	-0.31	-4.58	6.68	6.68	#	#
11–15	5,000	2,300	29.16	28.93	29.66	-0.23	-0.80	29.16	29.16	#	#
15–20	8,000	3,600	45.55	45.79	45.05	0.24	0.52	45.55	45.55	#	#
20–25	3,000	1,300	17.90	18.10	17.48	0.20	1.11	17.90	17.90	#	#
> 25	140	50	0.71	0.81	0.50	0.10	14.25	0.71	0.71	#	#

See notes at end of table.

Table G-1. Nonresponse bias before and after weight adjustments for the sample using the W4STUDENT weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Census region											
Northeast	2,700	1,200	18.97	18.76	19.41	-0.21	-1.11	18.97	18.97	#	#
Midwest	4,700	2,000	21.30	21.73	20.38	0.43	2.04	21.30	21.30	#	#
South	7,000	3,200	37.91	38.01	37.69	0.10	0.27	37.91	37.91	#	#
West	2,900	1,400	21.83	21.50	22.52	-0.33	-1.50	21.83	21.83	#	#
School Urbanicity											
City	5,000	2,200	29.25	29.88	27.91	0.63	2.16	29.25	29.25	#	#
Suburban	6,300	2,900	33.29	33.13	33.62	-0.16	-0.48	33.29	33.29	#	#
Town	2,000	950	13.17	12.78	14.01	-0.40	-3.00	13.17	13.17	#	#
Rural	4,000	1,800	24.29	24.21	24.45	-0.08	-0.32	24.29	24.29	#	#
Range of grades in school											
High school only	14,600	6,500	85.59	85.91	84.90	0.32	0.38	85.59	85.86	0.28	0.32
Middle and high school	1,700	770	10.68	10.22	11.65	-0.46	-4.29	10.68	10.35	-0.33	-3.16
Elementary to high school	1,100	480	3.73	3.87	3.45	0.14	3.64	3.73	3.79	0.05	1.36
Religious affiliation											
Yes	3,100	1,300	6.85	7.29	5.90	0.44*	6.50	6.85	6.88	0.03	0.48
No	90	50	0.30	0.28	0.35	-0.02	-7.31	0.30	0.27	-0.03	-12.31
Public	14,100	6,500	92.85	92.43	93.74	-0.42*	-0.46	92.85	92.85	#	#

See notes at end of table.

Table G-1. Nonresponse bias before and after weight adjustments for the sample using the W4STUDENT weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment						After non-response weight adjustment				
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
School is regular secondary											
Yes	3,000	1,200	6.47	6.85	5.67	0.38*	5.85	6.47	6.45	-0.02	-0.38
No	270	110	0.68	0.72	0.58	0.04	6.56	0.68	0.70	0.02	3.53
Public	14,100	6,500	92.85	92.43	93.74	-0.42*	-0.46	92.85	92.85	#	#
Augmented sample-state (Public School only)											
California	870	420	12.93	12.75	13.31	-0.18	-1.39	12.93	12.93	#	#
Florida	650	290	3.41	3.51	3.21	0.10	2.90	3.41	3.41	#	#
Georgia	860	360	2.28	2.32	2.20	0.04	1.80	2.28	2.28	#	#
Michigan	930	310	3.26	3.63	2.49	0.37*	11.19	3.26	3.26	#	#
North Carolina	900	410	3.32	3.41	3.13	0.09	2.73	3.32	3.32	#	#
Ohio	850	380	2.75	2.65	2.97	-0.10	-3.65	2.75	2.75	#	#
Pennsylvania	800	340	3.72	3.87	3.42	0.14	3.86	3.72	3.72	#	#
Tennessee	860	380	2.16	2.20	2.07	0.04	2.01	2.16	2.16	#	#
Texas	880	460	9.20	9.20	9.18	0.01	0.07	9.20	9.20	#	#
Washington state	730	360	2.16	2.16	2.17	#	-0.09	2.16	2.16	#	#
Public schools in other states and private schools	9,000	4,100	54.79	54.28	55.86	-0.51	-0.93	54.79	54.79	#	#
Sex ⁴											
Male	8,500	4,400	50.68	47.74	56.90	-2.94*	-5.80	50.68	50.68	#	#
Female	8,900	3,400	49.32	52.26	43.10	2.94*	5.96	49.32	49.32	#	#

See notes at end of table.

Table G-1. Nonresponse bias before and after weight adjustments for the sample using the W4STUDENT weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment						After non-response weight adjustment				
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Race/ethnicity ⁵											
Asian	1,500	590	3.58	3.84	3.04	0.26*	7.14	3.58	3.58	#	#
Black	1,800	860	13.42	13.00	14.30	-0.42	-3.11	13.42	13.42	#	#
Hispanic	2,700	1,300	21.81	21.55	22.36	-0.26	-1.20	21.81	21.81	#	#
White	9,700	4,200	52.40	53.14	50.85	0.73*	1.40	52.40	52.40	#	#
Other/Multiracial	1,700	830	8.79	8.48	9.45	-0.31	-3.52	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 difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁴ Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.⁵ Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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 (HSL:09) Second Follow-up.

Table G-2. Nonresponse bias before and after poststratification weight adjustments for the sample using the W4STUDENT weight to define the set of respondents, by selected categorical variables: Second follow-up

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse 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	49.81	50.16	49.08	0.73	1.08*
> 2 percent	50.19	49.84	50.92	-0.73	-1.08*
Black 9th-grade enrollment percent					
≤ 7 percent	54.26	53.96	53.52	0.74	0.43
> 7 percent	45.74	46.04	46.48	-0.74	-0.43
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.69	44.36	43.70	0.99*	0.66
> 5 percent	55.31	55.64	56.30	-0.99*	-0.66
Other 9th-grade enrollment percent					
< 80 percent	61.79	61.87	62.72	-0.93*	-0.85
≥ 80 percent	38.21	38.13	37.28	0.93*	0.85
Charter school					
Yes	1.56	1.55	1.82	-0.25*	-0.27
No	90.54	90.56	90.32	0.21	0.24
Private	7.90	7.89	7.86	0.04	0.03

See notes at end of table.

Table G-2. Nonresponse bias before and after poststratification weight adjustments for the sample using the W4STUDENT weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Total enrollment					
< 499 students	13.20	13.20	12.79	0.40	0.40
500–999 students	24.23	24.23	23.03	1.21*	1.21*
1,000–1,499 students	21.67	21.67	21.23	0.44	0.44
1,500–2,000 students	17.87	17.81	18.66	-0.79*	-0.85*
> 2,000 students	23.02	23.09	24.29	-1.27*	-1.20*
9th-grade enrollment					
0–149 9th-grade students	17.74	17.74	17.32	0.42	0.42
150–299 9th-grade students	23.00	23.00	21.97	1.03*	1.03*
300–449 9th-grade students	21.57	21.57	21.17	0.40	0.40
450–600 9th-grade students	17.55	17.57	18.33	-0.78*	-0.76
600+ 9th-grade students	20.14	20.12	21.21	-1.07*	-1.09*
Number of full-time teachers					
≤ 50	28.72	28.72	27.49	1.23*	1.23*
51–100	39.02	39.02	38.86	0.16	0.16
101–150	22.64	22.64	23.81	-1.17*	-1.17*
> 150	9.61	9.61	9.84	-0.22	-0.22
Student to teacher ratio					
≤ 10	6.68	6.68	6.62	0.06	0.06
11–15	29.16	29.16	27.32	1.85*	1.85*
15–20	45.55	45.55	46.33	-0.78	-0.78
20–25	17.90	17.90	19.02	-1.12*	-1.12*
> 25	0.71	0.71	0.71	#	#

See notes at end of table.

Table G-2. Nonresponse bias before and after poststratification weight adjustments for the sample using the W4STUDENT weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Census region					
Northeast	18.97	18.97	17.45	1.52*	1.52*
Midwest	21.30	21.30	22.07	-0.78*	-0.78*
South	37.91	37.91	37.59	0.32	0.32
West	21.83	21.83	22.89	-1.07*	-1.07*
School Urbanicity					
City	29.25	29.25	31.89	-2.64*	-2.64*
Suburban	33.29	33.29	33.36	-0.07	-0.07
Town	13.17	13.17	11.74	1.43*	1.43*
Rural	24.29	24.29	23.02	1.27*	1.27*
Range of grades in school					
High school only	85.86	85.59	86.13	-0.27	-0.55
Middle and high school	10.35	10.68	9.75	0.60	0.93
Elementary to high school	3.79	3.73	4.12	-0.33	-0.38
Religious affiliation					
Yes	6.88	6.85	6.81	0.07	0.03
No	0.27	0.30	0.30	-0.03*	0.01
Public	92.85	92.85	92.89	-0.04	-0.04

See notes at end of table.

Table G-2. Nonresponse bias before and after poststratification weight adjustments for the sample using the W4STUDENT weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
School is regular secondary					
Yes	6.45	6.47	6.44	0.01	0.04
No	0.70	0.68	0.67	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	2.28	2.28	3.40	-1.12*	-1.12*
Michigan	3.26	3.26	3.26	#	#
North Carolina	3.32	3.32	2.90	0.43*	0.43*
Ohio	2.75	2.75	3.76	-1.01*	-1.01*
Pennsylvania	3.72	3.72	3.35	0.38*	0.38*
Tennessee	2.16	2.16	1.83	0.33*	0.33*
Texas	9.20	9.20	8.55	0.65*	0.65*
Washington state	2.16	2.16	1.79	0.38*	0.38*
Public schools in other states and private schools	54.79	54.79	53.45	1.34*	1.34*
Sex ¹					
Male	50.68	50.68	50.32	0.36*	0.36
Female	49.32	49.32	49.68	-0.36*	-0.36

See notes at end of table.

Table G-2. Nonresponse bias before and after poststratification weight adjustments for the sample using the W4STUDENT weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Race/ethnicity ²					
Asian	3.58	3.58	3.58	#	#
Black	13.42	13.42	13.62	-0.21	-0.21
Hispanic	21.81	21.81	22.11	-0.30	-0.30
White	52.40	52.40	51.77	0.64*	0.64
Other/Multiracial	8.79	8.79	8.92	-0.13	-0.13

† Not applicable.

Rounds to zero.

* Difference between means is significant at the 0.05 level.

¹ Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.² Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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

Table G-3. Nonresponse bias before and after weight adjustments for the sample using the W4W1STU weight to define the set of respondents, by selected categorical variables: Second follow-up

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
School type											
Public	13,100	7,500	92.85	92.33	93.74	-0.52*	-0.56	92.85	92.85	#	#
Private	3,000	1,500	7.15	7.67	6.26	0.52*	7.29	7.15	7.15	#	#
Asian 9th-grade enrollment percent											
≤ 2 percent	8,500	4,800	50.16	49.62	51.09	-0.54	-1.08	50.16	50.06	-0.10	-0.21
> 2 percent	7,600	4,200	49.84	50.38	48.91	0.54	1.09	49.84	49.94	0.10	0.21
Black 9th-grade enrollment percent											
≤ 7 percent	9,000	5,000	53.96	54.44	53.13	0.48	0.89	53.96	54.14	0.18	0.34
> 7 percent	7,100	4,100	46.04	45.56	46.87	-0.48	-1.05	46.04	45.86	-0.18	-0.40
Hispanic 9th-grade enrollment percent											
≤ 5 percent	8,600	4,600	44.36	45.21	42.90	0.85	1.91	44.36	44.58	0.22	0.50
> 5 percent	7,600	4,400	55.64	54.79	57.10	-0.85	-1.52	55.64	55.42	-0.22	-0.40
Other 9th-grade enrollment percent											
< 80 percent	8,300	4,800	61.87	60.98	63.39	-0.88*	-1.43	61.87	61.61	-0.25	-0.41
≥ 80 percent	7,800	4,200	38.13	39.02	36.61	0.88*	2.32	38.13	38.39	0.25	0.66
Charter school											
Yes	290	150	1.55	1.65	1.38	0.10	6.39	1.55	1.58	0.04	2.34
No	12,700	7,300	90.56	89.81	91.85	-0.75*	-0.83	90.56	90.49	-0.08	-0.08
Private	3,100	1,500	7.89	8.54	6.77	0.65*	8.24	7.89	7.93	0.04	0.50

See notes at end of table.

Table G-3. Nonresponse bias before and after weight adjustments for the sample using the W4W1STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Total enrollment											
< 499 students	2,700	1,500	13.20	13.26	13.10	0.06	0.44	13.20	13.20	#	#
500–999 students	3,900	2,000	24.23	25.08	22.79	0.84*	3.48	24.23	24.23	#	#
1,000–1,499 students	3,500	2,200	21.67	20.30	24.03	-1.37*	-6.33	21.67	21.67	#	#
1,500–2,000 students	3,000	1,600	17.81	18.28	17.00	0.47	2.63	17.81	17.90	0.09	0.50
> 2,000 students	3,000	1,700	23.09	23.09	23.09	#	0.01	23.09	23.00	-0.09	-0.39
9th-grade enrollment											
0–149 9th-grade students	3,800	2,000	17.74	18.25	16.87	0.51	2.87	17.74	17.74	#	#
150–299 9th-grade students	3,600	2,000	23.00	23.41	22.30	0.41	1.79	23.00	23.00	#	#
300–449 9th-grade students	3,600	2,100	21.57	20.71	23.05	-0.86*	-3.99	21.57	21.57	#	#
450–600 9th-grade students	2,600	1,400	17.57	18.03	16.76	0.47	2.67	17.57	17.91	0.34	1.90
600+ 9th-grade students	2,400	1,500	20.12	19.60	21.03	-0.53	-2.62	20.12	19.78	-0.34	-1.72
Number of full-time teachers											
≤ 50	5,300	2,800	28.72	29.75	26.95	1.03*	3.59	28.72	28.72	#	#
51–100	6,500	3,700	39.02	38.28	40.30	-0.74	-1.91	39.02	39.02	#	#
101–150	3,200	1,800	22.64	22.61	22.70	-0.03	-0.14	22.64	22.64	#	#
> 150	1,100	700	9.61	9.36	10.05	-0.26	-2.65	9.61	9.61	#	#
Student to teacher ratio											
≤ 10	1,200	690	6.68	6.56	6.87	-0.11	-1.70	6.68	6.68	#	#
11–15	4,700	2,600	29.16	29.31	28.91	0.15	0.51	29.16	29.16	#	#
15–20	7,400	4,200	45.55	45.16	46.22	-0.39	-0.86	45.55	45.55	#	#
20–25	2,800	1,500	17.90	18.12	17.52	0.22	1.22	17.90	17.90	#	#
> 25	140	60	0.71	0.85	0.47	0.14	19.74	0.71	0.71	#	#

See notes at end of table.

Table G-3. Nonresponse bias before and after weight adjustments for the sample using the W4W1STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Census region											
Northeast	2,500	1,400	18.97	18.94	19.02	-0.03	-0.16	18.97	18.97	#	#
Midwest	4,400	2,300	21.30	21.69	20.62	0.39	1.85	21.30	21.30	#	#
South	6,500	3,700	37.91	37.92	37.88	0.02	0.05	37.91	37.91	#	#
West	2,800	1,600	21.83	21.45	22.48	-0.38	-1.74	21.83	21.83	#	#
School Urbanicity											
City	4,600	2,600	29.25	29.67	28.51	0.43	1.46	29.25	29.25	#	#
Suburban	5,800	3,400	33.29	32.55	34.56	-0.74	-2.22	33.29	33.29	#	#
Town	1,900	1,100	13.17	12.95	13.57	-0.23	-1.74	13.17	13.17	#	#
Rural	3,800	2,000	24.29	24.83	23.36	0.54	2.24	24.29	24.29	#	#
Range of grades in school											
High school only	13,500	7,600	85.59	85.97	84.92	0.39	0.45	85.59	86.07	0.48	0.56
Middle and high school	1,600	870	10.68	10.11	11.65	-0.57	-5.30	10.68	10.16	-0.52	-5.08
Elementary to high school	1,000	540	3.73	3.92	3.42	0.18	4.85	3.73	3.77	0.03	0.85
Religious affiliation											
Yes	2,900	1,500	6.85	7.40	5.89	0.56*	8.14	6.85	6.90	0.05	0.75
No	80	60	0.30	0.27	0.37	-0.04	-11.94	0.30	0.25	-0.05	-20.60
Public	13,100	7,500	92.85	92.33	93.74	-0.52*	-0.56	92.85	92.85	#	#

See notes at end of table.

Table G-3. Nonresponse bias before and after weight adjustments for the sample using the W4W1STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
School is regular secondary											
Yes	2,800	1,400	6.47	6.97	5.62	0.50*	7.65	6.47	6.48	#	0.02
No	240	140	0.68	0.70	0.63	0.03	3.85	0.68	0.67	#	-0.21
Public	13,100	7,500	92.85	92.33	93.74	-0.52*	-0.56	92.85	92.85	#	#
Augmented sample-state (Public School only)											
California	810	480	12.93	12.64	13.42	-0.29	-2.22	12.93	12.93	#	#
Florida	590	360	3.41	3.36	3.50	-0.05	-1.52	3.41	3.41	#	#
Georgia	770	450	2.28	2.27	2.30	-0.01	-0.43	2.28	2.28	#	#
Michigan	870	360	3.26	3.65	2.60	0.39*	11.83	3.26	3.26	#	#
North Carolina	830	480	3.32	3.42	3.16	0.09	2.82	3.32	3.32	#	#
Ohio	770	460	2.75	2.65	2.94	-0.11	-3.88	2.75	2.75	#	#
Pennsylvania	760	380	3.72	3.97	3.30	0.25	6.66	3.72	3.72	#	#
Tennessee	810	430	2.16	2.24	2.01	0.08	3.88	2.16	2.16	#	#
Texas	820	530	9.20	9.14	9.29	-0.05	-0.58	9.20	9.20	#	#
Washington state	670	420	2.16	2.11	2.25	-0.05	-2.36	2.16	2.16	#	#
Public schools in other states and private schools	8,400	4,700	54.79	54.54	55.22	-0.25	-0.46	54.79	54.79	#	#
Sex ⁴											
Male	7,900	5,000	50.68	47.65	55.88	-3.03*	-5.98	50.68	50.68	#	#
Female	8,300	4,000	49.32	52.35	44.12	3.03*	6.15	49.32	49.32	#	#

See notes at end of table.

Table G-3. Nonresponse bias before and after weight adjustments for the sample using the W4W1STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment						After non-response weight adjustment				
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Race/ethnicity ⁵											
Asian	1,400	700	3.58	3.76	3.27	0.18	4.98	3.58	3.58	#	#
Black	1,700	990	13.42	12.89	14.33	-0.53	-3.95	13.42	13.42	#	#
Hispanic	2,500	1,500	21.81	21.67	22.05	-0.14	-0.65	21.81	21.81	#	#
White	9,000	4,900	52.40	53.10	51.22	0.69	1.32	52.40	52.40	#	#
Other/Multiracial	1,600	920	8.79	8.59	9.13	-0.20	-2.26	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 difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁴ Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.⁵ Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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 (HSL:09) Second Follow-up.

Table G-4. Nonresponse bias before and after weight adjustments for the sample using the W4W1STU weight to define the set of respondents, by selected categorical variables: Second follow-up

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse 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	50.06	50.16	49.35	0.71	0.81
> 2 percent	49.94	49.84	50.65	-0.71	-0.81
Black 9th-grade enrollment percent					
≤ 7 percent	54.14	53.96	53.30	0.84	0.65
> 7 percent	45.86	46.04	46.70	-0.84	-0.65
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.58	44.36	43.51	1.07*	0.84
> 5 percent	55.42	55.64	56.49	-1.07*	-0.84
Other 9th-grade enrollment percent					
< 80 percent	61.61	61.87	62.63	-1.02*	-0.76
≥ 80 percent	38.39	38.13	37.37	1.02*	0.76
Charter school					
Yes	1.58	1.55	1.85	-0.27*	-0.30
No	90.49	90.56	90.26	0.23	0.30
Private	7.93	7.89	7.89	0.04	#

See notes at end of table.

Table G-4. Nonresponse bias before and after weight adjustments for the sample using the W4W1STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Total enrollment					
< 499 students	13.20	13.20	12.79	0.41	0.41
500–999 students	24.23	24.23	22.99	1.25*	1.25*
1,000–1,499 students	21.67	21.67	21.33	0.35	0.35
1,500–2,000 students	17.90	17.81	18.65	-0.75*	-0.84
> 2,000 students	23.00	23.09	24.25	-1.25*	-1.16
9th-grade enrollment					
0–149 9th-grade students	17.74	17.74	17.34	0.40	0.40
150–299 9th-grade students	23.00	23.00	21.91	1.09*	1.09*
300–449 9th-grade students	21.57	21.57	21.24	0.33	0.33
450–600 9th-grade students	17.91	17.57	18.64	-0.73*	-1.08*
600+ 9th-grade students	19.78	20.12	20.87	-1.08*	-0.74
Number of full-time teachers					
≤ 50	28.72	28.72	27.47	1.25*	1.25*
51–100	39.02	39.02	38.88	0.14	0.14
101–150	22.64	22.64	23.74	-1.10*	-1.10
> 150	9.61	9.61	9.90	-0.29	-0.29
Student to teacher ratio					
≤ 10	6.68	6.68	6.63	0.05	0.05
11–15	29.16	29.16	27.33	1.83*	1.83*
15–20	45.55	45.55	46.29	-0.74	-0.74
20–25	17.90	17.90	19.04	-1.15*	-1.15*
> 25	0.71	0.71	0.70	0.01	0.01

See notes at end of table.

Table G-4. Nonresponse bias before and after weight adjustments for the sample using the W4W1STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Census region					
Northeast	18.97	18.97	17.45	1.52*	1.52*
Midwest	21.30	21.30	22.07	-0.78*	-0.78*
South	37.91	37.91	37.59	0.32	0.32
West	21.83	21.83	22.89	-1.07*	-1.07
School Urbanicity					
City	29.25	29.25	31.89	-2.64*	-2.64*
Suburban	33.29	33.29	33.36	-0.07	-0.07
Town	13.17	13.17	11.74	1.43*	1.43*
Rural	24.29	24.29	23.02	1.27*	1.27*
Range of grades in school					
High school only	86.07	85.59	86.27	-0.20	-0.68
Middle and high school	10.16	10.68	9.57	0.59	1.11
Elementary to high school	3.77	3.73	4.16	-0.39	-0.42
Religious affiliation					
Yes	6.90	6.85	6.82	0.07	0.02
No	0.25	0.30	0.29	-0.03*	0.02
Public	92.85	92.85	92.89	-0.04	-0.04

See notes at end of table.

Table G-4. Nonresponse bias before and after weight adjustments for the sample using the W4W1STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
School is regular secondary					
Yes	6.48	6.47	6.47	#	#
No	0.67	0.68	0.64	0.04	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	2.28	2.28	3.40	-1.12*	-1.12*
Michigan	3.26	3.26	3.26	#	#
North Carolina	3.32	3.32	2.90	0.43*	0.43*
Ohio	2.75	2.75	3.76	-1.01*	-1.01*
Pennsylvania	3.72	3.72	3.35	0.38*	0.38*
Tennessee	2.16	2.16	1.83	0.33*	0.33*
Texas	9.20	9.20	8.55	0.65*	0.65*
Washington state	2.16	2.16	1.78	0.38*	0.38*
Public schools in other states and private schools	54.79	54.79	53.45	1.34*	1.34*
Sex ¹					
Male	50.68	50.68	50.34	0.35*	0.35
Female	49.32	49.32	49.66	-0.35*	-0.35

See notes at end of table.

Table G-4. Nonresponse bias before and after weight adjustments for the sample using the W4W1STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Race/ethnicity ²					
Asian	3.58	3.58	3.59	-0.01	-0.01
Black	13.42	13.42	13.63	-0.21	-0.21
Hispanic	21.81	21.81	22.11	-0.31	-0.31
White	52.40	52.40	51.74	0.66*	0.66
Other/Multiracial	8.79	8.79	8.92	-0.13	-0.13

† Not applicable.

Rounds to zero.

* Difference between means is significant at the 0.05 level.

¹ Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.² Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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

Table G-5. Nonresponse bias before and after weight adjustments for the sample using the W4W1W2W3STU weight to define the set of respondents, by selected categorical variables: Second follow-up

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
School type											
Public	10,800	9,800	92.85	91.91	93.89	-0.94*	-1.02	92.85	92.85	#	#
Private	2,700	1,900	7.15	8.09	6.11	0.94*	13.20	7.15	7.15	#	#
Asian 9th-grade enrollment percent											
≤ 2 percent	7,000	6,300	50.16	49.18	51.25	-0.98	-1.96	50.16	49.97	-0.19	-0.38
> 2 percent	6,400	5,400	49.84	50.82	48.75	0.98	1.98	49.84	50.03	0.19	0.38
Black 9th-grade enrollment percent											
≤ 7 percent	7,600	6,400	53.96	55.18	52.60	1.23*	2.28	53.96	54.13	0.17	0.32
> 7 percent	5,900	5,300	46.04	44.82	47.40	-1.23*	-2.67	46.04	45.87	-0.17	-0.38
Hispanic 9th-grade enrollment percent											
≤ 5 percent	7,200	6,000	44.36	45.83	42.73	1.47*	3.32	44.36	44.76	0.40	0.89
> 5 percent	6,200	5,700	55.64	54.17	57.27	-1.47*	-2.65	55.64	55.24	-0.40	-0.72
Other 9th-grade enrollment percent											
< 80 percent	6,800	6,300	61.87	60.11	63.81	-1.76*	-2.85	61.87	61.77	-0.10	-0.16
≥ 80 percent	6,600	5,400	38.13	39.89	36.19	1.76*	4.62	38.13	38.23	0.10	0.26
Charter school											
Yes	240	200	1.55	1.55	1.54	0.01	0.51	1.55	1.53	-0.01	-0.89
No	10,500	9,600	90.56	89.39	91.85	-1.17*	-1.29	90.56	90.44	-0.13	-0.14
Private	2,700	1,900	7.89	9.05	6.61	1.16*	14.71	7.89	8.03	0.14	1.73

See notes at end of table.

Table G-5. Nonresponse bias before and after weight adjustments for the sample using the W4W1W2W3STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Total enrollment											
< 499 students	2,300	1,900	13.20	13.45	12.92	0.25	1.90	13.20	13.20	#	#
500–999 students	3,200	2,700	24.23	25.31	23.04	1.08*	4.46	24.23	24.23	#	#
1,000–1,499 students	2,900	2,700	21.67	20.20	23.30	-1.47*	-6.80	21.67	21.67	#	#
1,500–2,000 students	2,500	2,200	17.81	18.02	17.57	0.21	1.20	17.81	17.79	-0.01	-0.08
> 2,000 students	2,500	2,200	23.09	23.02	23.17	-0.07	-0.31	23.09	23.10	0.01	0.06
9th-grade enrollment											
0–149 9th-grade students	3,200	2,600	17.74	18.62	16.77	0.88*	4.96	17.74	17.74	#	#
150–299 9th-grade students	3,100	2,600	23.00	23.57	22.37	0.57	2.50	23.00	23.00	#	#
300–449 9th-grade students	3,000	2,700	21.57	20.67	22.56	-0.90	-4.17	21.57	21.57	#	#
450–600 9th-grade students	2,200	1,900	17.57	17.74	17.38	0.17	0.98	17.57	17.94	0.37	2.09
600+ 9th-grade students	2,000	1,900	20.12	19.39	20.93	-0.73	-3.62	20.12	19.75	-0.37	-1.90
Number of full-time teachers											
≤ 50	4,400	3,600	28.72	30.05	27.26	1.32*	4.61	28.72	28.72	#	#
51–100	5,400	4,800	39.02	38.46	39.64	-0.56	-1.44	39.02	39.02	#	#
101–150	2,700	2,400	22.64	22.25	23.07	-0.39	-1.72	22.64	22.64	#	#
> 150	930	890	9.61	9.24	10.03	-0.37	-3.90	9.61	9.61	#	#
Student to teacher ratio											
≤ 10	980	870	6.68	6.78	6.56	0.11	1.58	6.68	6.68	#	#
11–15	3,900	3,300	29.16	29.34	28.97	0.17	0.60	29.16	29.16	#	#
15–20	6,100	5,400	45.55	44.96	46.20	-0.59	-1.29	45.55	45.55	#	#
20–25	2,300	2,000	17.90	18.03	17.75	0.13	0.75	17.90	17.90	#	#
> 25	120	70	0.71	0.88	0.52	0.17	24.22	0.71	0.71	#	#

See notes at end of table.

Table G-5. Nonresponse bias before and after weight adjustments for the sample using the W4W1W2W3STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Census region											
Northeast	2,100	1,800	18.97	19.08	18.85	0.11	0.56	18.97	18.97	#	#
Midwest	3,700	3,000	21.30	22.21	20.29	0.91*	4.27	21.30	21.30	#	#
South	5,300	4,800	37.91	37.08	38.81	-0.82	-2.17	37.91	37.91	#	#
West	2,300	2,100	21.83	21.63	22.04	-0.19	-0.89	21.83	21.83	#	#
School Urbanicity											
City	3,900	3,300	29.25	29.62	28.84	0.37	1.27	29.25	29.25	#	#
Suburban	4,800	4,300	33.29	32.50	34.16	-0.79	-2.38	33.29	33.29	#	#
Town	1,500	1,400	13.17	12.57	13.84	-0.60	-4.57	13.17	13.17	#	#
Rural	3,200	2,700	24.29	25.31	23.16	1.02*	4.22	24.29	24.29	#	#
Range of grades in school											
High school only	11,300	9,800	85.59	85.94	85.20	0.35	0.41	85.59	86.19	0.60	0.70
Middle and high school	1,300	1,100	10.68	10.17	11.25	-0.51	-4.82	10.68	10.06	-0.62	-6.21
Elementary to high school	840	720	3.73	3.90	3.55	0.16	4.37	3.73	3.76	0.02	0.55
Religious affiliation											
Yes	2,600	1,800	6.85	7.79	5.80	0.95*	13.83	6.85	6.86	0.02	0.27
No	70	60	0.30	0.30	0.31	#	-0.91	0.30	0.29	-0.02	-6.48
Public	10,800	9,800	92.85	91.91	93.89	-0.94*	-1.02	92.85	92.85	#	#

See notes at end of table.

Table G-5. Nonresponse bias before and after weight adjustments for the sample using the W4W1W2W3STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
School is regular secondary											
Yes	2,400	1,700	6.47	7.35	5.50	0.88*	13.57	6.47	6.47	#	-0.03
No	210	170	0.68	0.74	0.60	0.07	9.73	0.68	0.68	#	0.25
Public	10,800	9,800	92.85	91.91	93.89	-0.94*	-1.02	92.85	92.85	#	#
Augmented sample-state (Public School only)											
California	670	620	12.93	12.67	13.22	-0.26	-2.03	12.93	12.93	#	#
Florida	450	500	3.41	3.03	3.84	-0.39*	-11.36	3.41	3.41	#	#
Georgia	630	590	2.28	2.20	2.37	-0.08	-3.59	2.28	2.28	#	#
Michigan	720	520	3.26	3.61	2.89	0.34*	10.48	3.26	3.26	#	#
North Carolina	720	590	3.32	3.58	3.04	0.26	7.79	3.32	3.32	#	#
Ohio	640	600	2.75	2.54	2.99	-0.21	-7.73	2.75	2.75	#	#
Pennsylvania	640	500	3.72	3.96	3.45	0.24	6.51	3.72	3.72	#	#
Tennessee	660	580	2.16	2.19	2.12	0.03	1.48	2.16	2.16	#	#
Texas	650	690	9.20	8.74	9.70	-0.46	-4.96	9.20	9.20	#	#
Washington state	560	530	2.16	2.14	2.19	-0.02	-1.03	2.16	2.16	#	#
Public schools in other states and private schools	7,100	6,000	54.79	55.34	54.19	0.55	1.00	54.79	54.79	#	#
Sex ⁴											
Male	6,500	6,300	50.68	47.75	53.92	-2.93*	-5.78	50.68	50.68	#	#
Female	6,900	5,400	49.32	52.25	46.08	2.93*	5.94	49.32	49.32	#	#

See notes at end of table.

Table G-5. Nonresponse bias before and after weight adjustments for the sample using the W4W1W2W3STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment						After non-response weight adjustment				
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Race/ethnicity ⁵											
Asian	1,100	940	3.58	3.78	3.36	0.20	5.65	3.58	3.58	#	#
Black	1,300	1,300	13.42	12.36	14.58	-1.06	-7.87	13.42	13.42	#	#
Hispanic	2,000	2,000	21.81	21.23	22.45	-0.58	-2.65	21.81	21.81	#	#
White	7,600	6,200	52.40	54.35	50.26	1.94*	3.71	52.40	52.40	#	#
Other/Multiracial	1,300	1,200	8.79	8.28	9.36	-0.51	-5.82	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 difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁴ Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.⁵ Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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 (HSL:09) Second Follow-up.

Table G-6. Nonresponse bias before and after weight adjustments for the sample using the W4W1W2W3STU weight to define the set of respondents, by selected categorical variables: Second follow-up

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse 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	49.97	50.16	49.19	0.79	0.97
> 2 percent	50.03	49.84	50.81	-0.79	-0.97
Black 9th-grade enrollment percent					
≤ 7 percent	54.13	53.96	53.28	0.85	0.67
> 7 percent	45.87	46.04	46.72	-0.85	-0.67
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.76	44.36	43.66	1.10*	0.70
> 5 percent	55.24	55.64	56.34	-1.10*	-0.70
Other 9th-grade enrollment percent					
< 80 percent	61.77	61.87	62.89	-1.12*	-1.03
≥ 80 percent	38.23	38.13	37.11	1.12*	1.03
Charter school					
Yes	1.53	1.55	1.80	-0.27*	-0.25
No	90.44	90.56	90.21	0.23	0.35
Private	8.03	7.89	7.99	0.04	-0.10

See notes at end of table.

Table G-6. Nonresponse bias before and after weight adjustments for the sample using the W4W1W2W3STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Total enrollment					
< 499 students	13.20	13.20	12.65	0.55*	0.55
500–999 students	24.23	24.23	22.97	1.27*	1.27*
1,000–1,499 students	21.67	21.67	21.34	0.34	0.34
1,500–2,000 students	17.79	17.81	18.67	-0.87*	-0.86
> 2,000 students	23.10	23.09	24.38	-1.28*	-1.30
9th-grade enrollment					
0–149 9th-grade students	17.74	17.74	17.16	0.58	0.58
150–299 9th-grade students	23.00	23.00	21.90	1.10*	1.10*
300–449 9th-grade students	21.57	21.57	21.38	0.19	0.19
450–600 9th-grade students	17.94	17.57	18.69	-0.75*	-1.13*
600+ 9th-grade students	19.75	20.12	20.87	-1.12*	-0.74
Number of full-time teachers					
≤ 50	28.72	28.72	27.36	1.37*	1.37*
51–100	39.02	39.02	38.95	0.07	0.07
101–150	22.64	22.64	23.78	-1.13*	-1.13
> 150	9.61	9.61	9.92	-0.31	-0.31
Student to teacher ratio					
≤ 10	6.68	6.68	6.67	0.01	0.01
11–15	29.16	29.16	27.10	2.06*	2.06*
15–20	45.55	45.55	46.43	-0.88	-0.88
20–25	17.90	17.90	19.10	-1.20*	-1.20*
> 25	0.71	0.71	0.70	0.01	0.01

See notes at end of table.

Table G-6. Nonresponse bias before and after weight adjustments for the sample using the W4W1W2W3STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Census region					
Northeast	18.97	18.97	17.45	1.52*	1.52*
Midwest	21.30	21.30	22.07	-0.78*	-0.78
South	37.91	37.91	37.58	0.32	0.32
West	21.83	21.83	22.89	-1.07*	-1.07
School Urbanicity					
City	29.25	29.25	31.89	-2.64*	-2.64*
Suburban	33.29	33.29	33.36	-0.07	-0.07
Town	13.17	13.17	11.74	1.43*	1.43*
Rural	24.29	24.29	23.02	1.27*	1.27*
Range of grades in school					
High school only	86.19	85.59	86.42	-0.23	-0.83
Middle and high school	10.06	10.68	9.48	0.57	1.20
Elementary to high school	3.76	3.73	4.10	-0.34	-0.36
Religious affiliation					
Yes	6.86	6.85	6.79	0.07	0.05
No	0.29	0.30	0.32	-0.03*	-0.01
Public	92.85	92.85	92.89	-0.04	-0.04

See notes at end of table.

Table G-6. Nonresponse bias before and after weight adjustments for the sample using the W4W1W2W3STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
School is regular secondary					
Yes	6.47	6.47	6.45	0.02	0.02
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	2.28	2.28	3.40	-1.12*	-1.12*
Michigan	3.26	3.26	3.26	#	#
North Carolina	3.32	3.32	2.90	0.43*	0.43*
Ohio	2.75	2.75	3.76	-1.01*	-1.01*
Pennsylvania	3.72	3.72	3.35	0.38*	0.38*
Tennessee	2.16	2.16	1.83	0.33*	0.33*
Texas	9.20	9.20	8.55	0.65*	0.65*
Washington state	2.16	2.16	1.78	0.38*	0.38*
Public schools in other states and private schools	54.79	54.79	53.45	1.34*	1.34*
Sex ¹					
Male	50.68	50.68	50.30	0.38*	0.38
Female	49.32	49.32	49.70	-0.38*	-0.38

See notes at end of table.

Table G-6. Nonresponse bias before and after weight adjustments for the sample using the W4W1W2W3STU weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Race/ethnicity ²					
Asian	3.58	3.58	3.59	-0.01	-0.01
Black	13.42	13.42	13.65	-0.24	-0.24
Hispanic	21.81	21.81	22.06	-0.25	-0.25
White	52.40	52.40	51.64	0.77*	0.77
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 Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.² Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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

Table G-7. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1 weight to define the set of respondents, by selected categorical variables: Second follow-up

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
School type											
Public	10,300	10,300	92.85	91.49	94.23	-1.36*	-1.46	92.85	92.85	#	#
Private	2,700	1,900	7.15	8.51	5.77	1.36*	19.00	7.15	7.15	#	#
Asian 9th-grade enrollment percent											
≤ 2 percent	6,800	6,500	50.16	49.81	50.52	-0.35	-0.70	50.16	50.36	0.20	0.39
> 2 percent	6,100	5,700	49.84	50.19	49.48	0.35	0.71	49.84	49.64	-0.20	-0.40
Black 9th-grade enrollment percent											
≤ 7 percent	7,400	6,600	53.96	55.82	52.07	1.86*	3.45	53.96	54.39	0.44	0.80
> 7 percent	5,600	5,600	46.04	44.18	47.93	-1.86*	-4.05	46.04	45.61	-0.44	-0.96
Hispanic 9th-grade enrollment percent											
≤ 5 percent	7,100	6,100	44.36	46.33	42.36	1.97*	4.45	44.36	44.94	0.58	1.30
> 5 percent	5,900	6,000	55.64	53.67	57.64	-1.97*	-3.55	55.64	55.06	-0.58	-1.06
Other 9th-grade enrollment percent											
< 80 percent	6,400	6,700	61.87	59.45	64.32	-2.41*	-3.90	61.87	61.75	-0.12	-0.20
≥ 80 percent	6,500	5,500	38.13	40.55	35.68	2.41*	6.33	38.13	38.25	0.12	0.32
Charter school											
Yes	230	210	1.55	1.55	1.54	#	0.26	1.55	1.59	0.04	2.47
No	10,000	10,000	90.56	89.02	92.13	-1.54*	-1.70	90.56	90.43	-0.14	-0.15
Private	2,700	1,900	7.89	9.43	6.33	1.54*	19.50	7.89	7.99	0.10	1.22

See notes at end of table.

Table G-7. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Total enrollment											
< 499 students	2,200	2,000	13.20	13.58	12.81	0.38	2.88	13.20	13.20	#	#
500–999 students	3,200	2,700	24.23	25.19	23.26	0.96*	3.96	24.23	24.23	#	#
1,000–1,499 students	2,800	2,800	21.67	20.46	22.90	-1.21*	-5.59	21.67	21.67	#	#
1,500–2,000 students	2,400	2,300	17.81	17.78	17.83	-0.02	-0.13	17.81	17.92	0.12	0.66
> 2,000 students	2,400	2,300	23.09	22.98	23.19	-0.10	-0.45	23.09	22.97	-0.12	-0.51
9th-grade enrollment											
0–149 9th-grade students	3,100	2,700	17.74	18.85	16.62	1.11*	6.26	17.74	17.74	#	#
150–299 9th-grade students	3,000	2,700	23.00	23.51	22.48	0.51	2.23	23.00	23.00	#	#
300–449 9th-grade students	2,900	2,900	21.57	20.72	22.44	-0.85	-3.95	21.57	21.57	#	#
450–600 9th-grade students	2,000	2,000	17.57	17.46	17.67	-0.11	-0.61	17.57	17.87	0.31	1.73
600+ 9th-grade students	1,900	2,000	20.12	19.46	20.80	-0.66	-3.30	20.12	19.81	-0.31	-1.56
Number of full-time teachers											
≤ 50	4,400	3,700	28.72	30.51	26.91	1.79*	6.23	28.72	28.72	#	#
51–100	5,100	5,000	39.02	37.88	40.18	-1.14*	-2.92	39.02	39.02	#	#
101–150	2,600	2,500	22.64	22.25	23.04	-0.39	-1.74	22.64	22.64	#	#
> 150	900	920	9.61	9.36	9.87	-0.25	-2.65	9.61	9.61	#	#
Student to teacher ratio											
≤ 10	960	890	6.68	6.86	6.49	0.18	2.71	6.68	6.68	#	#
11–15	3,800	3,500	29.16	29.08	29.26	-0.09	-0.31	29.16	29.16	#	#
15–20	5,900	5,600	45.55	45.18	45.93	-0.37	-0.82	45.55	45.55	#	#
20–25	2,200	2,100	17.90	18.04	17.75	0.15	0.82	17.90	17.90	#	#
> 25	110	80	0.71	0.85	0.57	0.14	19.13	0.71	0.71	#	#

See notes at end of table.

Table G-7. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Census region											
Northeast	2,100	1,900	18.97	18.81	19.13	-0.16	-0.83	18.97	18.97	#	#
Midwest	3,500	3,100	21.30	22.30	20.28	1.00*	4.71	21.30	21.30	#	#
South	5,200	5,000	37.91	37.46	38.36	-0.45	-1.17	37.91	37.91	#	#
West	2,200	2,200	21.83	21.43	22.23	-0.40	-1.83	21.83	21.83	#	#
School Urbanicity											
City	3,800	3,400	29.25	29.19	29.30	-0.06	-0.19	29.25	29.25	#	#
Suburban	4,700	4,500	33.29	32.85	33.73	-0.44	-1.31	33.29	33.29	#	#
Town	1,500	1,400	13.17	12.99	13.36	-0.18	-1.38	13.17	13.17	#	#
Rural	3,000	2,800	24.29	24.96	23.61	0.67	2.77	24.29	24.29	#	#
Range of grades in school											
High school only	10,800	10,300	85.59	85.50	85.67	-0.08	-0.10	85.59	85.94	0.36	0.42
Middle and high school	1,300	1,200	10.68	10.41	10.96	-0.27	-2.55	10.68	10.34	-0.34	-3.33
Elementary to high school	840	720	3.73	4.09	3.37	0.36	9.55	3.73	3.72	-0.02	-0.41
Religious affiliation											
Yes	2,600	1,800	6.85	8.22	5.45	1.38*	20.13	6.85	6.90	0.06	0.81
No	70	70	0.30	0.28	0.32	-0.02	-6.56	0.30	0.25	-0.06*	-22.73
Public	10,300	10,300	92.85	91.49	94.23	-1.36*	-1.46	92.85	92.85	#	#

See notes at end of table.

Table G-7. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
School is regular secondary											
Yes	2,400	1,700	6.47	7.74	5.19	1.27*	19.57	6.47	6.50	0.03	0.41
No	210	180	0.68	0.77	0.58	0.09	13.59	0.68	0.65	-0.03	-4.08
Public	10,300	10,300	92.85	91.49	94.23	-1.36*	-1.46	92.85	92.85	#	#
Augmented sample-state (Public School only)											
California	640	650	12.93	12.57	13.30	-0.36	-2.78	12.93	12.93	#	#
Florida	470	480	3.41	3.33	3.50	-0.09	-2.57	3.41	3.41	#	#
Georgia	620	600	2.28	2.20	2.37	-0.08	-3.60	2.28	2.28	#	#
Michigan	700	540	3.26	3.80	2.72	0.53*	16.31	3.26	3.26	#	#
North Carolina	680	630	3.32	3.55	3.09	0.23	6.93	3.32	3.32	#	#
Ohio	630	600	2.75	2.70	2.81	-0.05	-1.87	2.75	2.75	#	#
Pennsylvania	600	540	3.72	3.83	3.61	0.11	2.90	3.72	3.72	#	#
Tennessee	630	610	2.16	2.19	2.13	0.03	1.34	2.16	2.16	#	#
Texas	600	740	9.20	8.75	9.65	-0.44	-4.82	9.20	9.20	#	#
Washington state	530	570	2.16	2.08	2.24	-0.08	-3.69	2.16	2.16	#	#
Public schools in other states and private schools	6,900	6,200	54.79	55.00	54.58	0.20	0.37	54.79	54.79	#	#
Sex ⁴											
Male	6,300	6,500	50.68	48.03	53.36	-2.65*	-5.22	50.68	50.68	#	#
Female	6,700	5,600	49.32	51.97	46.64	2.65*	5.37	49.32	49.32	#	#

See notes at end of table.

Table G-7. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment						After non-response weight adjustment				
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Race/ethnicity ⁵											
Asian	1,000	1,000	3.58	3.37	3.79	-0.21	-5.80	3.58	3.58	#	#
Black	1,200	1,400	13.42	12.04	14.81	-1.37*	-10.23	13.42	13.42	#	#
Hispanic	1,900	2,100	21.81	20.76	22.87	-1.04*	-4.79	21.81	21.81	#	#
White	7,500	6,300	52.40	55.29	49.48	2.88*	5.50	52.40	52.40	#	#
Other/Multiracial	1,200	1,300	8.79	8.53	9.05	-0.26	-2.95	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 difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁴ Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.⁵ Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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 (HSL:09) Second Follow-up.

Table G-8. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1 weight to define the set of respondents, by selected categorical variables: Second follow-up

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse 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	50.36	50.16	49.61	0.75	0.55
> 2 percent	49.64	49.84	50.39	-0.75	-0.55
Black 9th-grade enrollment percent					
≤ 7 percent	54.39	53.96	53.53	0.86*	0.42
> 7 percent	45.61	46.04	46.47	-0.86*	-0.42
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.94	44.36	43.97	0.97*	0.38
> 5 percent	55.06	55.64	56.03	-0.97*	-0.38
Other 9th-grade enrollment percent					
< 80 percent	61.75	61.87	62.77	-1.02*	-0.90
≥ 80 percent	38.25	38.13	37.23	1.02*	0.90
Charter school					
Yes	1.59	1.55	1.85	-0.26*	-0.30
No	90.43	90.56	90.22	0.21	0.34
Private	7.99	7.89	7.93	0.06	-0.04

See notes at end of table.

Table G-8. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Total enrollment					
< 499 students	13.20	13.20	12.67	0.52*	0.52
500–999 students	24.23	24.23	23.05	1.19*	1.19*
1,000–1,499 students	21.67	21.67	21.40	0.28	0.28
1,500–2,000 students	17.92	17.81	18.80	-0.88*	-0.99
> 2,000 students	22.97	23.09	24.08	-1.11*	-0.99
9th-grade enrollment					
0–149 9th-grade students	17.74	17.74	17.21	0.53	0.53
150–299 9th-grade students	23.00	23.00	21.93	1.07*	1.07*
300–449 9th-grade students	21.57	21.57	21.40	0.17	0.17
450–600 9th-grade students	17.87	17.57	18.73	-0.85*	-1.16*
600+ 9th-grade students	19.81	20.12	20.74	-0.92*	-0.61
Number of full-time teachers					
≤ 50	28.72	28.72	27.45	1.27*	1.27*
51–100	39.02	39.02	38.99	0.03	0.03
101–150	22.64	22.64	23.73	-1.09*	-1.09
> 150	9.61	9.61	9.83	-0.22	-0.22
Student to teacher ratio					
≤ 10	6.68	6.68	6.63	0.05	0.05
11–15	29.16	29.16	27.17	1.99*	1.99*
15–20	45.55	45.55	46.47	-0.92	-0.92
20–25	17.90	17.90	19.04	-1.14*	-1.14*
> 25	0.71	0.71	0.70	0.01	0.01

See notes at end of table.

Table G-8. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Census region					
Northeast	18.97	18.97	17.45	1.52*	1.52*
Midwest	21.30	21.30	22.07	-0.77*	-0.77*
South	37.91	37.91	37.59	0.32	0.32
West	21.83	21.83	22.89	-1.07*	-1.07
School Urbanicity					
City	29.25	29.25	31.89	-2.64*	-2.64*
Suburban	33.29	33.29	33.36	-0.07	-0.07
Town	13.17	13.17	11.74	1.43*	1.43*
Rural	24.29	24.29	23.02	1.27*	1.27*
Range of grades in school					
High school only	85.94	85.59	86.14	-0.19	-0.55
Middle and high school	10.34	10.68	9.75	0.59	0.93
Elementary to high school	3.72	3.73	4.12	-0.40	-0.38
Religious affiliation					
Yes	6.90	6.85	6.83	0.07	0.01
No	0.25	0.30	0.28	-0.03*	0.03
Public	92.85	92.85	92.89	-0.04	-0.04

See notes at end of table.

Table G-8. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
School is regular secondary					
Yes	6.50	6.47	6.50	#	-0.03
No	0.65	0.68	0.61	0.04	0.07
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	2.28	2.28	3.40	-1.12*	-1.12*
Michigan	3.26	3.26	3.26	#	#
North Carolina	3.32	3.32	2.90	0.43*	0.43*
Ohio	2.75	2.75	3.76	-1.01*	-1.01*
Pennsylvania	3.72	3.72	3.35	0.38*	0.38*
Tennessee	2.16	2.16	1.83	0.33*	0.33*
Texas	9.20	9.20	8.55	0.65*	0.65
Washington state	2.16	2.16	1.78	0.38*	0.38*
Public schools in other states and private schools	54.79	54.79	53.45	1.34*	1.34*
Sex ¹					
Male	50.68	50.68	50.40	0.28	0.28
Female	49.32	49.32	49.60	-0.28	-0.28

See notes at end of table.

Table G-8. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Full sample, base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Race/ethnicity ²					
Asian	3.58	3.58	3.59	-0.01	-0.01
Black	13.42	13.42	13.62	-0.20	-0.20
Hispanic	21.81	21.81	22.13	-0.32	-0.32
White	52.40	52.40	51.74	0.66*	0.66
Other/Multiracial	8.79	8.79	8.93	-0.14	-0.14

† Not applicable.

Rounds to zero.

* Difference between means is significant at the 0.05 level.

¹ Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.² Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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

Table G-9. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1P2 weight to define the set of respondents, by selected categorical variables: Second follow-up

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
School type											
Public	4,400	5,500	92.81	91.28	94.05	-1.53*	-1.65	92.81	92.81	#	#
Private	1,100	970	7.19	8.72	5.95	1.53*	21.23	7.19	7.19	#	#
Asian 9th-grade enrollment percent											
≤ 2 percent	2,800	3,400	50.58	48.94	51.93	-1.65	-3.26	50.58	49.51	-1.08	-2.18
> 2 percent	2,700	3,100	49.42	51.06	48.07	1.65	3.33	49.42	50.49	1.08	2.13
Black 9th-grade enrollment percent											
≤ 7 percent	3,100	3,500	54.30	56.79	52.28	2.49*	4.58	54.30	54.76	0.46	0.84
> 7 percent	2,300	3,000	45.70	43.21	47.72	-2.49*	-5.44	45.70	45.24	-0.46	-1.02
Hispanic 9th-grade enrollment percent											
≤ 5 percent	2,900	3,100	44.43	46.69	42.59	2.26*	5.08	44.43	44.68	0.25	0.56
> 5 percent	2,500	3,300	55.57	53.31	57.41	-2.26*	-4.06	55.57	55.32	-0.25	-0.45
Other 9th-grade enrollment percent											
< 80 percent	2,800	3,700	61.76	58.71	64.24	-3.05*	-4.93	61.76	61.87	0.11	0.18
≥ 80 percent	2,700	2,800	38.24	41.29	35.76	3.05*	7.97	38.24	38.13	-0.11	-0.29
Charter school											
Yes	90	120	1.54	1.43	1.63	-0.11	-7.04	1.54	1.38	-0.16	-11.44
No	4,300	5,400	90.51	88.59	92.08	-1.92*	-2.12	90.51	90.40	-0.11	-0.12
Private	1,100	990	7.95	9.98	6.29	2.03*	25.54	7.95	8.22	0.27	3.29

See notes at end of table.

Table G-9. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1P2 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Total enrollment											
< 499 students	900	1,000	13.32	14.02	12.74	0.70	5.27	13.32	13.32	#	#
500–999 students	1,300	1,400	23.94	25.82	22.41	1.88*	7.85	23.94	23.94	#	#
1,000–1,499 students	1,200	1,500	21.76	20.16	23.05	-1.59*	-7.33	21.76	21.76	#	#
1,500–2,000 students	1,000	1,200	17.74	18.56	17.08	0.82	4.61	17.74	18.57	0.82	4.44
> 2,000 students	1,000	1,300	23.24	21.44	24.72	-1.80*	-7.76	23.24	22.42	-0.82	-3.68
9th-grade enrollment											
0–149 9th-grade students	1,300	1,400	17.85	19.21	16.73	1.36*	7.64	17.85	17.85	#	#
150–299 9th-grade students	1,200	1,400	22.73	23.78	21.87	1.05	4.64	22.73	22.73	#	#
300–449 9th-grade students	1,200	1,500	21.58	21.59	21.58	#	0.01	21.58	21.58	#	#
450–600 9th-grade students	880	1,100	17.58	17.31	17.79	-0.27	-1.51	17.58	18.41	0.83	4.52
600+ 9th-grade students	840	1,200	20.27	18.11	22.03	-2.16*	-10.64	20.27	19.44	-0.83	-4.28
Number of full-time teachers											
≤ 50	1,800	1,900	28.95	31.84	26.59	2.89*	9.98	28.95	28.95	#	#
51–100	2,200	2,600	38.62	38.18	38.98	-0.45	-1.15	38.62	38.62	#	#
101–150	1,100	1,400	22.71	21.68	23.55	-1.03	-4.55	22.71	22.71	#	#
> 150	400	540	9.72	8.31	10.87	-1.41*	-14.50	9.72	9.72	#	#
Student to teacher ratio											
≤ 10	390	470	6.74	6.94	6.58	0.20	2.93	6.74	6.74	#	#
11–15	1,600	1,800	28.86	28.73	28.97	-0.14	-0.47	28.86	28.86	#	#
15–20	2,500	3,000	45.58	45.16	45.92	-0.42	-0.92	45.58	45.58	#	#
20–25	980	1,100	18.14	18.25	18.06	0.11	0.59	18.14	18.14	#	#
> 25	50	50	0.67	0.93	0.47	0.25	37.35	0.67	0.67	#	#

See notes at end of table.

Table G-9. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1P2 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Census region											
Northeast	870	1,000	18.70	18.23	19.09	-0.47	-2.52	18.70	18.70	#	#
Midwest	1,500	1,600	21.33	22.58	20.30	1.26	5.89	21.33	21.33	#	#
South	2,200	2,600	37.96	36.98	38.76	-0.98	-2.58	37.96	37.96	#	#
West	960	1,200	22.01	22.20	21.85	0.20	0.89	22.01	22.01	#	#
School Urbanicity											
City	1,600	1,900	28.91	28.42	29.30	-0.49	-1.69	28.91	28.91	#	#
Suburban	2,000	2,400	33.39	32.91	33.79	-0.48	-1.45	33.39	33.39	#	#
Town	600	740	13.28	13.03	13.48	-0.25	-1.88	13.28	13.28	#	#
Rural	1,200	1,500	24.42	25.64	23.43	1.22	5.00	24.42	24.42	#	#
Range of grades in school											
High school only	4,600	5,500	85.52	84.98	85.96	-0.54	-0.63	85.52	85.52	#	#
Middle and high school	570	600	10.73	11.23	10.31	0.51	4.74	10.73	10.73	#	0.04
Elementary to high school	320	400	3.75	3.79	3.73	0.03	0.87	3.75	3.75	#	-0.06
Religious affiliation											
Yes	1,100	940	6.89	8.48	5.60	1.58*	23.00	6.89	6.97	0.07	1.07
No	20	40	0.30	0.24	0.35	-0.06	-19.45	0.30	0.22	-0.07	-33.19
Public	4,400	5,500	92.81	91.28	94.05	-1.53*	-1.65	92.81	92.81	#	#

See notes at end of table.

Table G-9. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1P2 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment							After non-response weight adjustment			
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
School is regular secondary											
Yes	1,000	890	6.51	7.83	5.43	1.32*	20.28	6.51	6.39	-0.12	-1.87
No	90	80	0.68	0.89	0.52	0.21	30.28	0.68	0.80	0.12*	14.86
Public	4,400	5,500	92.81	91.28	94.05	-1.53*	-1.65	92.81	92.81	#	#
Augmented sample-state (Public School only)											
California	330	440	13.16	12.84	13.42	-0.32	-2.45	13.16	13.16	#	#
Florida	200	270	3.48	3.19	3.71	-0.28	-8.15	3.48	3.48	#	#
Georgia	250	300	2.29	2.13	2.42	-0.16	-6.88	2.29	2.29	#	#
Michigan	290	290	3.28	3.71	2.94	0.42*	12.84	3.28	3.28	#	#
North Carolina	280	320	3.24	3.60	2.95	0.36	11.05	3.24	3.24	#	#
Ohio	260	310	2.78	2.66	2.88	-0.12	-4.44	2.78	2.78	#	#
Pennsylvania	300	320	3.78	4.03	3.58	0.25	6.54	3.78	3.78	#	#
Tennessee	260	310	2.16	2.16	2.16	#	-0.04	2.16	2.16	#	#
Texas	280	470	9.32	8.36	10.09	-0.95	-10.24	9.32	9.32	#	#
Washington state	230	300	2.18	2.16	2.19	-0.01	-0.63	2.18	2.18	#	#
Public schools in other states and private schools	2,800	3,100	54.33	55.16	53.66	0.83	1.52	54.33	54.33	#	#
Sex ⁴											
Male	2,700	3,500	50.98	48.24	53.21	-2.73*	-5.36	50.98	50.98	#	#
Female	2,800	3,000	49.02	51.76	46.79	2.73*	5.58	49.02	49.02	#	#

See notes at end of table.

Table G-9. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1P2 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	Before weight adjustment						After non-response weight adjustment				
	Unweighted respondents	Unweighted nonrespondents	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample	Respondents	Nonrespondents	Estimated bias ¹	Relative bias ²	Full sample, base weighted	Respondents, nonresponse adjusted	Estimated bias ³	Relative bias ²
Race/ethnicity ⁵											
Asian	430	620	3.65	3.23	3.99	-0.42	-11.57	3.65	3.65	#	#
Black	560	780	13.65	11.67	15.26	-1.98*	-14.51	13.65	13.65	#	#
Hispanic	820	1,200	21.65	19.85	23.11	-1.80	-8.31	21.65	21.65	#	#
White	3,100	3,200	52.56	57.12	48.84	4.57*	8.69	52.56	52.56	#	#
Other/Multiracial	540	660	8.50	8.13	8.79	-0.36	-4.29	8.50	8.50	#	#

† 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 difference between the mean of respondent cases (using the specified weight) and the mean of all sample cases (using the specified weight).⁴ Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.⁵ Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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 (HSL:09) Second Follow-up.

Table G-10. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1P2 weight to define the set of respondents, by selected categorical variables: Second follow-up

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Subsample ¹ , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
School type					
Public	92.81	92.81	92.89	-0.08	-0.08
Private	7.19	7.19	7.11	0.08	0.08
Asian 9th-grade enrollment percent					
≤ 2 percent	49.51	50.58	48.81	0.70	1.78*
> 2 percent	50.49	49.42	51.19	-0.70	-1.78*
Black 9th-grade enrollment percent					
≤ 7 percent	54.76	54.30	53.84	0.92	0.46
> 7 percent	45.24	45.70	46.16	-0.92	-0.46
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.68	44.43	43.93	0.75	0.50
> 5 percent	55.32	55.57	56.07	-0.75	-0.50
Other 9th-grade enrollment percent					
< 80 percent	61.87	61.76	62.96	-1.09*	-1.20
≥ 80 percent	38.13	38.24	37.04	1.09*	1.20
Charter school					
Yes	1.38	1.54	1.67	-0.29	-0.13
No	90.40	90.51	90.26	0.14	0.25
Private	8.22	7.95	8.06	0.16	-0.12

See notes at end of table.

Table G-10. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1P2 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Subsample ¹ , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Total enrollment					
< 499 students	13.32	13.32	12.72	0.59*	0.59
500–999 students	23.94	23.94	22.67	1.27*	1.27
1,000–1,499 students	21.76	21.76	21.57	0.18	0.18
1,500–2,000 students	18.57	17.74	19.60	-1.04*	-1.86*
> 2,000 students	22.42	23.24	23.43	-1.01*	-0.19
9th-grade enrollment					
0–149 9th-grade students	17.85	17.85	17.24	0.61	0.61
150–299 9th-grade students	22.73	22.73	21.59	1.14*	1.14
300–449 9th-grade students	21.58	21.58	21.46	0.12	0.12
450–600 9th-grade students	18.41	17.58	19.34	-0.93*	-1.76*
600+ 9th-grade students	19.44	20.27	20.38	-0.94*	-0.11
Number of full-time teachers					
≤ 50	28.95	28.95	27.56	1.39*	1.39
51–100	38.62	38.62	38.77	-0.15	-0.15
101–150	22.71	22.71	23.74	-1.03*	-1.03
> 150	9.72	9.72	9.93	-0.21	-0.21
Student to teacher ratio					
≤ 10	6.74	6.74	6.71	0.03	0.03
11–15	28.86	28.86	26.68	2.18*	2.18*
15–20	45.58	45.58	46.46	-0.88	-0.88
20–25	18.14	18.14	19.48	-1.34*	-1.34
> 25	0.67	0.67	0.67	0.01	0.01

See notes at end of table.

Table G-10. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1P2 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Subsample ¹ , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Census region					
Northeast	18.70	18.70	17.46	1.25*	1.25
Midwest	21.33	21.33	22.04	-0.71*	-0.71
South	37.96	37.96	37.58	0.38	0.38
West	22.01	22.01	22.92	-0.92*	-0.92
School Urbanicity					
City	28.91	28.91	31.92	-3.01*	-3.01*
Suburban	33.39	33.39	33.36	0.03	0.03
Town	13.28	13.28	11.73	1.55*	1.55*
Rural	24.42	24.42	22.99	1.43*	1.43
Range of grades in school					
High school only	85.52	85.52	85.96	-0.44	-0.44
Middle and high school	10.73	10.73	10.00	0.73	0.72
Elementary to high school	3.75	3.75	4.04	-0.28	-0.28
Religious affiliation					
Yes	6.97	6.89	6.87	0.10	0.02
No	0.22	0.30	0.24	-0.02	0.06
Public	92.81	92.81	92.89	-0.08	-0.08

See notes at end of table.

Table G-10. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1P2 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Subsample ¹ , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
School is regular secondary					
Yes	6.39	6.51	6.32	0.06	0.18
No	0.80	0.68	0.79	0.02	-0.10
Public	92.81	92.81	92.89	-0.08	-0.08
Augmented sample-state (Public School only)					
California	13.16	13.16	12.29	0.87*	0.87
Florida	3.48	3.48	5.44	-1.96*	-1.96*
Georgia	2.29	2.29	3.40	-1.11*	-1.11*
Michigan	3.28	3.28	3.26	0.03	0.03
North Carolina	3.24	3.24	2.91	0.33*	0.33
Ohio	2.78	2.78	3.77	-0.99*	-0.99*
Pennsylvania	3.78	3.78	3.35	0.44*	0.44*
Tennessee	2.16	2.16	1.83	0.33*	0.33*
Texas	9.32	9.32	8.53	0.78*	0.78
Washington state	2.18	2.18	1.79	0.39*	0.39*
Public schools in other states and private schools	54.33	54.33	53.44	0.89*	0.89
Sex ²					
Male	50.98	50.98	50.72	0.26	0.26
Female	49.02	49.02	49.28	-0.26	-0.26

See notes at end of table.

Table G-10. Nonresponse bias before and after weight adjustments for the sample using the W4W1STUP1P2 weight to define the set of respondents, by selected categorical variables: Second follow-up—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, nonresponse adjusted (1)	Subsample ¹ , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified (3)	Mean (1) - Mean (3)	Mean (2) - Mean (3)
Race/ethnicity ³					
Asian	3.65	3.65	3.65	#	#
Black	13.65	13.65	13.95	-0.30	-0.30
Hispanic	21.65	21.65	21.84	-0.19	-0.19
White	52.56	52.56	51.73	0.82	0.82
Other/Multiracial	8.50	8.50	8.82	-0.33	-0.33

† Not applicable.

Rounds to zero.

* Difference between means is significant at the 0.05 level.

¹ Subsample refers to all cases included in the first follow-up parent subsample.² Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.³ Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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

Table G-11. Nonresponse bias before and after weight adjustments for the sample using the W3W1MATHTCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update

Variable	Before weight adjustment							After nonresponse weight adjustment			
	Unweighted respondents	Unweighted nonrespondents ¹	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample ²	Respondents	Nonrespondents ¹	Estimated bias ³	Relative bias ⁴	Full sample, base weighted	Respondents, Nonresponse adjusted and post-stratified ⁵	Estimated bias ⁶	Relative bias ⁴
School type											
Public	10,200	9,000	92.74	91.71	93.85	-1.03*	-1.11	92.74	92.72	-0.02	-0.02
Private	2,700	1,700	7.26	8.29	6.15	1.03*	14.25	7.26	7.28	0.02	0.29
Asian 9th-grade enrollment percent											
≤ 2 percent	7,000	5,500	50.27	53.63	46.66	3.37*	6.69	50.27	49.55	-0.72	-1.45
> 2 percent	5,900	5,200	49.73	46.37	53.34	-3.37*	-6.77	49.73	50.45	0.72	1.42
Black 9th-grade enrollment percent											
≤ 7 percent	7,500	5,600	54.33	57.39	51.06	3.05*	5.62	54.33	54.34	0.01	0.01
> 7 percent	5,400	5,100	45.67	42.61	48.94	-3.05*	-6.68	45.67	45.66	-0.01	-0.01
Hispanic 9th-grade enrollment percent											
≤ 5 percent	7,000	5,300	44.16	48.30	39.72	4.14*	9.38	44.16	43.22	-0.94	-2.17
> 5 percent	5,800	5,400	55.84	51.70	60.28	-4.14*	-7.42	55.84	56.78	0.94	1.65
Other 9th-grade enrollment percent											
< 80 percent	6,100	6,100	61.66	55.85	67.89	-5.81*	-9.42	61.66	61.51	-0.15	-0.25
≥ 80 percent	6,800	4,600	38.34	44.15	32.11	5.81*	15.15	38.34	38.49	0.15	0.39
Charter school											
Yes	240	160	1.53	1.67	1.38	0.14	9.24	1.53	2.12	0.59	27.99
No	9,900	8,800	90.43	88.97	91.99	-1.46*	-1.61	90.43	89.69	-0.74	-0.83
Private	2,700	1,700	8.04	9.36	6.63	1.31*	16.35	8.04	8.19	0.15	1.81

See notes at end of table.

Table G-11. Nonresponse bias before and after weight adjustments for the sample using the W3W1MATHTCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	Before weight adjustment							After nonresponse weight adjustment			
	Unweighted respondents	Unweighted nonrespondents ¹	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample ²	Respondents	Nonrespondents ¹	Estimated bias ³	Relative bias ⁴	Full sample, base weighted	Respondents, Nonresponse adjusted and post-stratified ⁵	Estimated bias ⁶	Relative bias ⁴
Total enrollment											
< 499 students	2,400	1,600	13.37	15.06	11.55	1.70*	12.69	13.37	12.56	-0.81	-6.43
500–999 students	3,200	2,300	24.23	25.67	22.69	1.44	5.94	24.23	22.89	-1.34	-5.87
1,000–1,499 students	2,800	2,500	21.61	20.32	22.98	-1.28	-5.94	21.61	21.00	-0.60	-2.87
1,500–2,000 students	2,400	2,000	17.88	18.92	16.76	1.04	5.82	17.88	19.73	1.86*	9.40
> 2,000 students	2,100	2,300	22.92	20.03	26.02	-2.89*	-12.62	22.92	23.82	0.90	3.77
9th-grade enrollment											
0–149 9th-grade students	3,400	2,100	18.01	21.22	14.57	3.21*	17.83	18.01	17.85	-0.16	-0.88
150–299 9th-grade students	3,000	2,300	22.92	22.89	22.94	-0.02	-0.10	22.92	20.90	-2.02*	-9.65
300–449 9th-grade students	2,800	2,600	21.30	20.65	21.99	-0.65	-3.04	21.30	20.47	-0.82	-4.02
450–600 9th-grade students	2,000	1,800	17.80	17.96	17.63	0.16	0.91	17.80	19.88	2.08*	10.45
600+ 9th-grade students	1,800	1,900	19.98	17.27	22.87	-2.70*	-13.53	19.98	20.90	0.92	4.41
Number of full-time teachers											
≤ 50	4,500	3,100	28.88	32.87	24.61	3.99*	13.81	28.88	27.78	-1.10	-3.96
51–100	5,200	4,400	38.93	38.05	39.87	-0.88	-2.26	38.93	37.91	-1.02	-2.68
101–150	2,400	2,300	22.57	20.95	24.30	-1.61	-7.15	22.57	24.35	1.79	7.33
> 150	790	930	9.62	8.13	11.23	-1.50*	-15.54	9.62	9.96	0.33	3.34
Student to teacher ratio											
≤ 10	950	750	6.65	7.09	6.18	0.44	6.65	6.65	6.99	0.34	4.85
11–15	4,000	2,900	29.33	29.46	29.19	0.13	0.44	29.33	27.19	-2.15*	-7.90
15–20	5,800	5,000	45.32	46.27	44.29	0.96	2.11	45.32	46.31	0.99	2.15
20–25	2,000	2,000	18.01	16.42	19.71	-1.59	-8.80	18.01	18.72	0.71	3.80
> 25	110	60	0.69	0.75	0.63	0.06	8.08	0.69	0.80	0.10	12.95

See notes at end of table.

Table G-11. Nonresponse bias before and after weight adjustments for the sample using the W3W1MATHTCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	Before weight adjustment							After nonresponse weight adjustment			
	Unweighted respondents	Unweighted nonrespondents ¹	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample ²	Respondents	Nonrespondents ¹	Estimated bias ³	Relative bias ⁴	Full sample, base weighted	Respondents, Nonresponse adjusted and post-stratified ⁵	Estimated bias ⁶	Relative bias ⁴
Census region											
Northeast	1,900	2,000	19.28	16.77	21.98	-2.51*	-13.04	19.28	17.49	-1.79	-10.25
Midwest	3,600	2,700	21.47	23.88	18.89	2.41*	11.23	21.47	22.29	0.82	3.66
South	5,200	4,100	37.15	39.07	35.09	1.92	5.18	37.15	37.07	-0.08	-0.23
West	2,200	1,900	22.09	20.27	24.04	-1.82	-8.24	22.09	23.15	1.06	4.58
School Urbanicity											
City	3,700	3,200	29.64	26.41	33.11	-3.23*	-10.90	29.64	32.46	2.81	8.67
Suburban	4,500	4,100	33.12	31.59	34.76	-1.53	-4.63	33.12	33.23	0.11	0.34
Town	1,600	1,100	13.10	15.07	10.99	1.97*	15.03	13.10	11.44	-1.66*	-14.47
Rural	3,200	2,300	24.14	26.93	21.14	2.79*	11.57	24.14	22.87	-1.27	-5.56
Range of grades in school											
High school only	10,700	9,100	85.42	84.72	86.17	-0.70	-0.82	85.42	85.58	0.16	0.19
Middle and high school	1,300	980	10.72	11.56	9.82	0.84	7.84	10.72	10.38	-0.34	-3.29
Elementary to high school	850	640	3.86	3.72	4.01	-0.14	-3.62	3.86	4.04	0.18	4.36
Religious affiliation											
Yes	2,600	1,600	6.95	8.08	5.74	1.13*	16.29	6.95	7.02	0.07	0.96
No	50	80	0.31	0.21	0.41	-0.10	-31.82	0.31	0.26	-0.05	-17.54
Public	10,200	9,000	92.74	91.71	93.85	-1.03*	-1.11	92.74	92.72	-0.02	-0.02

See notes at end of table.

Table G-11. Nonresponse bias before and after weight adjustments for the sample using the W3W1MATHTCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	Before weight adjustment							After nonresponse weight adjustment			
	Unweighted respondents	Unweighted nonrespondents ¹	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample ²	Respondents	Nonrespondents ¹	Estimated bias ³	Relative bias ⁴	Full sample, base weighted	Respondents, Nonresponse adjusted and post-stratified ⁵	Estimated bias ⁶	Relative bias ⁴
School is regular secondary											
Yes	2,500	1,500	6.64	7.74	5.46	1.10*	16.60	6.64	6.81	0.17	2.49
No	170	160	0.62	0.55	0.69	-0.07	-10.90	0.62	0.47	-0.15	-31.40
Public	10,200	9,000	92.74	91.71	93.85	-1.03*	-1.11	92.74	92.72	-0.02	-0.02
Augmented sample-state (Public School only)											
California	540	690	13.08	10.53	15.81	-2.55*	-19.49	13.08	12.41	-0.67	-5.41
Florida	360	490	3.26	2.62	3.94	-0.63	-19.42	3.26	5.45	2.19*	40.24
Georgia	600	500	2.19	2.28	2.11	0.08	3.71	2.19	3.23	1.04*	32.12
Michigan	660	520	3.37	3.63	3.08	0.26	7.87	3.37	3.31	-0.06	-1.67
North Carolina	720	430	3.17	4.02	2.26	0.85*	26.74	3.17	2.83	-0.34*	-12.04
Ohio	570	590	2.70	2.49	2.93	-0.21	-7.94	2.70	3.78	1.08*	28.57
Pennsylvania	610	490	3.78	4.04	3.51	0.26	6.85	3.78	3.35	-0.43	-12.87
Tennessee	680	480	2.14	2.57	1.68	0.43*	20.11	2.14	1.78	-0.36*	-20.31
Texas	620	620	9.03	8.63	9.46	-0.40	-4.45	9.03	8.66	-0.37	-4.27
Washington state	550	470	2.17	2.19	2.14	0.02	1.08	2.17	1.84	-0.33*	-17.65
Public schools in other states and private schools	7,000	5,400	55.11	57.00	53.08	1.89	3.43	55.11	53.35	-1.76	-3.29
Sex ⁷											
Male	6,400	5,600	50.62	48.89	52.47	-1.73*	-3.42	50.62	50.31	-0.31	-0.61
Female	6,500	5,100	49.38	51.11	47.53	1.73*	3.50	49.38	49.69	0.31	0.62

See notes at end of table.

Table G-11. Nonresponse bias before and after weight adjustments for the sample using the W3W1MATHTCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	Before weight adjustment							After nonresponse weight adjustment			
	Unweighted respondents	Unweighted nonrespondents ¹	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample ²	Respondents	Nonrespondents ¹	Estimated bias ³	Relative bias ⁴	Full sample, base weighted	Respondents, Nonresponse adjusted and post-stratified ⁵	Estimated bias ⁶	Relative bias ⁴
Race/ethnicity ⁸											
Asian	1,000	870	3.50	3.31	3.70	-0.18	-5.27	3.50	3.60	0.10	2.83
Black	1,200	1,300	13.24	11.31	15.30	-1.93*	-14.55	13.24	13.30	0.06	0.47
Hispanic	2,000	1,800	22.07	20.28	23.98	-1.79*	-8.10	22.07	22.31	0.25	1.11
White	7,400	5,600	52.48	56.37	48.31	3.89*	7.42	52.48	51.79	-0.69	-1.33
Other/Multiracial	1,300	1,100	8.72	8.72	8.71	#	0.04	8.72	9.00	0.28	3.09

† Not applicable.

Rounds to zero.

* Bias is significant at the 0.05 level.

¹ Only amongst nonrespondents enrolled in a base-year math course.² Full sample refers to all eligible students enrolled in a base-year math course.³ 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).⁴ Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases.⁵ Weights were adjusted for nonresponse and post-stratified within the same adjustment.⁶ 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).⁷ Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.⁸ Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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 (HSL:09) Second Follow-up.

Table G-12. Nonresponse bias before and after weight adjustments for the sample using the W3W1MATHTCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, adjusted for nonresponse and post-stratified ¹ (1)	Full sample ² , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified ¹ (3)	Mean (1) - Mean (3) ³	Mean (2) - Mean (3)
School type					
Public	92.72	92.74	92.72	#	0.02
Private	7.28	7.26	7.28	#	-0.02
Asian 9th-grade enrollment percent					
≤ 2 percent	49.55	50.27	49.55	#	0.72
> 2 percent	50.45	49.73	50.45	#	-0.72
Black 9th-grade enrollment percent					
≤ 7 percent	54.34	54.33	54.34	#	-0.01
> 7 percent	45.66	45.67	45.66	#	0.01
Hispanic 9th-grade enrollment percent					
≤ 5 percent	43.22	44.16	43.22	#	0.94
> 5 percent	56.78	55.84	56.78	#	-0.94
Other 9th-grade enrollment percent					
< 80 percent	61.51	61.66	61.51	#	0.15
≥ 80 percent	38.49	38.34	38.49	#	-0.15
Charter school					
Yes	2.12	1.53	2.12	#	-0.59
No	89.69	90.43	89.69	#	0.74
Private	8.19	8.04	8.19	#	-0.15

See notes at end of table.

Table G-12. Nonresponse bias before and after weight adjustments for the sample using the W3W1MATHTCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, adjusted for nonresponse and post-stratified ¹ (1)	Full sample ² , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified ¹ (3)	Mean (1) - Mean (3) ³	Mean (2) - Mean (3)
Total enrollment					
< 499 students	12.56	13.37	12.56	#	0.81
500–999 students	22.89	24.23	22.89	#	1.34
1,000–1,499 students	21.00	21.61	21.00	#	0.60
1,500–2,000 students	19.73	17.88	19.73	#	-1.86*
> 2,000 students	23.82	22.92	23.82	#	-0.90
9th-grade enrollment					
0–149 9th-grade students	17.85	18.01	17.85	#	0.16
150–299 9th-grade students	20.90	22.92	20.90	#	2.02*
300–449 9th-grade students	20.47	21.30	20.47	#	0.82
450–600 9th-grade students	19.88	17.80	19.88	#	-2.08*
600+ 9th-grade students	20.90	19.98	20.90	#	-0.92
Number of full-time teachers					
≤ 50	27.78	28.88	27.78	#	1.10
51–100	37.91	38.93	37.91	#	1.02
101–150	24.35	22.57	24.35	#	-1.79
> 150	9.96	9.62	9.96	#	-0.33
Student to teacher ratio					
≤ 10	6.99	6.65	6.99	#	-0.34
11–15	27.19	29.33	27.19	#	2.15*
15–20	46.31	45.32	46.31	#	-0.99
20–25	18.72	18.01	18.72	#	-0.71
> 25	0.80	0.69	0.80	#	-0.10

See notes at end of table.

Table G-12. Nonresponse bias before and after weight adjustments for the sample using the W3W1MATHTCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, adjusted for nonresponse and post-stratified ¹ (1)	Full sample ² , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified ¹ (3)	Mean (1) - Mean (3) ³	Mean (2) - Mean (3)
Census region					
Northeast	17.49	19.28	17.49	#	1.79
Midwest	22.29	21.47	22.29	#	-0.82
South	37.07	37.15	37.07	#	0.08
West	23.15	22.09	23.15	#	-1.06
School Urbanicity					
City	32.46	29.64	32.46	#	-2.81
Suburban	33.23	33.12	33.23	#	-0.11
Town	11.44	13.10	11.44	#	1.66*
Rural	22.87	24.14	22.87	#	1.27
Range of grades in school					
High school only	85.58	85.42	85.58	#	-0.16
Middle and high school	10.38	10.72	10.38	#	0.34
Elementary to high school	4.04	3.86	4.04	#	-0.18
Religious affiliation					
Yes	7.02	6.95	7.02	#	-0.07
No	0.26	0.31	0.26	#	0.05
Public	92.72	92.74	92.72	#	0.02

See notes at end of table.

Table G-12. Nonresponse bias before and after weight adjustments for the sample using the W3W1MATHTCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, adjusted for nonresponse and post-stratified ¹ (1)	Full sample ² , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified ¹ (3)	Mean (1) - Mean (3) ³	Mean (2) - Mean (3)
School is regular secondary					
Yes	6.81	6.64	6.81	#	-0.17
No	0.47	0.62	0.47	#	0.15
Public	92.72	92.74	92.72	#	0.02
Augmented sample-state (Public School only)					
California	12.41	13.08	12.41	#	0.67
Florida	5.45	3.26	5.45	#	-2.19*
Georgia	3.23	2.19	3.23	#	-1.04*
Michigan	3.31	3.37	3.31	#	0.06
North Carolina	2.83	3.17	2.83	#	0.34*
Ohio	3.78	2.70	3.78	#	-1.08*
Pennsylvania	3.35	3.78	3.35	#	0.43
Tennessee	1.78	2.14	1.78	#	0.36*
Texas	8.66	9.03	8.66	#	0.37
Washington state	1.84	2.17	1.84	#	0.33*
Public schools in other states and private schools	53.35	55.11	53.35	#	1.76
Sex ⁴					
Male	50.31	50.62	50.31	#	0.31
Female	49.69	49.38	49.69	#	-0.31

See notes at end of table.

Table G-12. Nonresponse bias before and after weight adjustments for the sample using the W3W1MATHTCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, adjusted for nonresponse and post-stratified ¹ (1)	Full sample ² , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified ¹ (3)	Mean (1) - Mean (3) ³	Mean (2) - Mean (3)
Race/ethnicity ⁵					
Asian	3.60	3.50	3.60	#	-0.10
Black	13.30	13.24	13.30	#	-0.06
Hispanic	22.31	22.07	22.31	#	-0.25
White	51.79	52.48	51.79	#	0.69
Other/Multiracial	9.00	8.72	9.00	#	-0.28

† Not applicable.

Rounds to zero.

* Difference between means is significant at the 0.05 level.

¹ Weights were adjusted for nonresponse and post-stratified within the same adjustment.² Full sample refers to all eligible students enrolled in a base-year math course.³ The difference is zero for every row because the weights were adjusted for nonresponse and post-stratified within the same adjustment and thus the nonresponse adjusted weight and post-stratified weight cannot be separated from each other.⁴ Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.⁵ Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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

Table G-13. Nonresponse bias before and after weight adjustments for the sample using the W3W1SCITCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update

Variable	Before weight adjustment							After nonresponse weight adjustment			
	Unweighted respondents	Unweighted nonrespondents ¹	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample ²	Respondents	Nonrespondents ¹	Estimated bias ³	Relative bias ⁴	Full sample, base weighted	Respondents, Nonresponse adjusted and post-stratified ⁵	Estimated bias ⁶	Relative bias ⁴
School type											
Public	9,400	9,000	92.62	91.92	93.35	-0.70	-0.76	92.62	92.54	-0.08	-0.09
Private	2,500	1,700	7.38	8.08	6.65	0.70	9.52	7.38	7.46	0.08	1.08
Asian 9th-grade enrollment percent											
≤ 2 percent	6,300	5,700	51.43	53.40	49.40	1.97	3.82	51.43	49.87	-1.57	-3.14
> 2 percent	5,500	5,100	48.57	46.60	50.60	-1.97	-4.05	48.57	50.13	1.57	3.12
Black 9th-grade enrollment percent											
≤ 7 percent	6,900	5,800	54.52	56.64	52.33	2.12	3.89	54.52	53.90	-0.63	-1.16
> 7 percent	4,900	5,000	45.48	43.36	47.67	-2.12	-4.66	45.48	46.10	0.63	1.36
Hispanic 9th-grade enrollment percent											
≤ 5 percent	6,500	5,400	45.04	48.60	41.35	3.56*	7.91	45.04	44.32	-0.73	-1.64
> 5 percent	5,400	5,300	54.96	51.40	58.65	-3.56*	-6.48	54.96	55.68	0.73	1.31
Other 9th-grade enrollment percent											
< 80 percent	5,600	6,000	60.38	54.91	66.05	-5.47*	-9.06	60.38	59.76	-0.63	-1.05
≥ 80 percent	6,200	4,800	39.62	45.09	33.95	5.47*	13.81	39.62	40.24	0.63	1.55
Charter school											
Yes	200	180	1.51	1.47	1.56	-0.04	-2.68	1.51	1.55	0.04	2.53
No	9,100	8,800	90.29	89.00	91.62	-1.29	-1.43	90.29	89.77	-0.51	-0.57
Private	2,500	1,700	8.20	9.53	6.82	1.33	16.24	8.20	8.67	0.47	5.47

See notes at end of table.

Table G-13. Nonresponse bias before and after weight adjustments for the sample using the W3W1SCITCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	Before weight adjustment							After nonresponse weight adjustment			
	Unweighted respondents	Unweighted nonrespondents ¹	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample ²	Respondents	Nonrespondents ¹	Estimated bias ³	Relative bias ⁴	Full sample, base weighted	Respondents, Nonresponse adjusted and post-stratified ⁵	Estimated bias ⁶	Relative bias ⁴
Total enrollment											
< 499 students	2,100	1,800	13.73	15.05	12.37	1.32	9.60	13.73	12.40	-1.33	-10.77
500–999 students	3,000	2,300	24.33	27.34	21.21	3.02*	12.39	24.33	24.69	0.36	1.45
1,000–1,499 students	2,600	2,400	21.52	20.02	23.07	-1.50	-6.97	21.52	20.69	-0.82	-3.98
1,500–2,000 students	2,100	2,000	17.60	18.18	17.00	0.58	3.29	17.60	19.08	1.48	7.75
> 2,000 students	2,100	2,100	22.82	19.41	26.36	-3.41*	-14.95	22.82	23.14	0.32	1.38
9th-grade enrollment											
0–149 9th-grade students	3,000	2,300	18.56	21.17	15.86	2.61*	14.07	18.56	17.37	-1.19	-6.85
150–299 9th-grade students	2,800	2,300	23.33	24.96	21.65	1.63	6.98	23.33	23.09	-0.24	-1.06
300–449 9th-grade students	2,600	2,400	20.63	20.46	20.81	-0.17	-0.83	20.63	21.24	0.61	2.85
450–600 9th-grade students	1,700	1,800	17.55	16.76	18.36	-0.79	-4.49	17.55	18.09	0.54	2.98
600+ 9th-grade students	1,700	1,800	19.93	16.65	23.33	-3.28*	-16.47	19.93	20.22	0.29	1.43
Number of full-time teachers											
≤ 50	4,000	3,300	29.02	33.08	24.83	4.05*	13.96	29.02	27.89	-1.14	-4.07
51–100	4,800	4,300	38.93	39.06	38.79	0.14	0.35	38.93	39.48	0.55	1.39
101–150	2,300	2,200	22.19	19.76	24.72	-2.43*	-10.97	22.19	22.82	0.63	2.76
> 150	750	920	9.86	8.11	11.67	-1.75*	-17.77	9.86	9.81	-0.05	-0.46
Student to teacher ratio											
≤ 10	850	730	6.28	7.06	5.47	0.78	12.43	6.28	6.73	0.45	6.74
11–15	3,800	2,900	30.45	32.17	28.67	1.72	5.65	30.45	29.69	-0.76	-2.56
15–20	5,300	5,000	45.28	44.47	46.11	-0.80	-1.77	45.28	44.95	-0.33	-0.73
20–25	1,800	2,000	17.37	15.55	19.26	-1.82*	-10.49	17.37	17.90	0.53	2.97
> 25	100	50	0.63	0.75	0.50	0.13*	19.94	0.63	0.73	0.10	14.28

See notes at end of table.

Table G-13. Nonresponse bias before and after weight adjustments for the sample using the W3W1SCITCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	Before weight adjustment							After nonresponse weight adjustment			
	Unweighted respondents	Unweighted nonrespondents ¹	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample ²	Respondents	Nonrespondents ¹	Estimated bias ³	Relative bias ⁴	Full sample, base weighted	Respondents, Nonresponse adjusted and post-stratified ⁵	Estimated bias ⁶	Relative bias ⁴
Census region											
Northeast	1,800	1,900	20.13	19.43	20.86	-0.71	-3.50	20.13	18.78	-1.36	-7.22
Midwest	3,300	2,800	22.37	24.36	20.30	2.00*	8.93	22.37	23.56	1.20	5.08
South	4,800	4,100	37.31	38.41	36.16	1.11	2.97	37.31	37.36	0.06	0.16
West	1,900	1,900	20.20	17.79	22.68	-2.40*	-11.89	20.20	20.30	0.10	0.50
School Urbanicity											
City	3,400	3,100	29.48	27.48	31.56	-2.00	-6.80	29.48	31.82	2.34*	7.35
Suburban	4,200	4,100	33.52	31.26	35.85	-2.26*	-6.73	33.52	33.67	0.15	0.46
Town	1,400	1,200	13.06	14.80	11.26	1.74*	13.32	13.06	11.76	-1.30	-11.05
Rural	2,800	2,300	23.94	26.46	21.33	2.52*	10.52	23.94	22.75	-1.19	-5.24
Range of grades in school											
High school only	9,800	9,100	84.94	83.98	85.93	-0.96	-1.13	84.94	85.15	0.21	0.25
Middle and high school	1,300	930	11.04	12.38	9.65	1.34	12.12	11.04	11.19	0.15	1.32
Elementary to high school	780	670	4.02	3.64	4.41	-0.38	-9.46	4.02	3.66	-0.36	-9.81
Religious affiliation											
Yes	2,400	1,600	7.05	7.75	6.33	0.69	9.85	7.05	7.00	-0.05	-0.66
No	80	60	0.32	0.33	0.32	0.01	2.24	0.32	0.45	0.13	28.07
Public	9,400	9,000	92.62	91.92	93.35	-0.70	-0.76	92.62	92.54	-0.08	-0.09

See notes at end of table.

Table G-13. Nonresponse bias before and after weight adjustments for the sample using the W3W1SCITCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	Before weight adjustment							After nonresponse weight adjustment			
	Unweighted respondents	Unweighted nonrespondents ¹	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample ²	Respondents	Nonrespondents ¹	Estimated bias ³	Relative bias ⁴	Full sample, base weighted	Respondents, Nonresponse adjusted and post-stratified ⁵	Estimated bias ⁶	Relative bias ⁴
School is regular secondary											
Yes	2,300	1,500	6.76	7.60	5.88	0.84	12.44	6.76	6.99	0.23	3.35
No	130	190	0.62	0.48	0.76	-0.14	-22.29	0.62	0.47	-0.15	-33.06
Public	9,400	9,000	92.62	91.92	93.35	-0.70	-0.76	92.62	92.54	-0.08	-0.09
Augmented sample-state (Public School only)											
California	430	620	11.47	8.45	14.59	-3.01*	-26.28	11.47	9.61	-1.85	-19.28
Florida	290	520	3.28	2.08	4.52	-1.20*	-36.58	3.28	5.22	1.94*	37.14
Georgia	570	460	2.10	2.33	1.86	0.23	10.99	2.10	3.21	1.11*	34.51
Michigan	590	550	3.45	3.60	3.28	0.16	4.52	3.45	3.42	-0.03	-0.82
North Carolina	610	420	2.95	3.52	2.35	0.58*	19.65	2.95	2.64	-0.31	-11.66
Ohio	520	630	2.83	2.23	3.45	-0.60*	-21.18	2.83	4.04	1.21*	29.97
Pennsylvania	610	460	3.91	4.67	3.11	0.76*	19.57	3.91	3.57	-0.34	-9.48
Tennessee	570	470	2.08	2.26	1.88	0.19	8.93	2.08	1.71	-0.37*	-21.62
Texas	600	640	9.55	9.12	10.00	-0.43	-4.54	9.55	9.30	-0.25	-2.64
Washington state	510	480	2.23	2.15	2.30	-0.08	-3.43	2.23	1.92	-0.31	-15.99
Public schools in other states and private schools	6,600	5,500	56.18	59.59	52.65	3.41*	6.07	56.18	55.37	-0.81	-1.46
Sex ⁷											
Male	5,900	5,600	50.71	49.25	52.22	-1.46*	-2.88	50.71	50.54	-0.18	-0.35
Female	5,900	5,100	49.29	50.75	47.78	1.46*	2.97	49.29	49.46	0.18	0.35

See notes at end of table.

Table G-13. Nonresponse bias before and after weight adjustments for the sample using the W3W1SCITCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	Before weight adjustment							After nonresponse weight adjustment			
	Unweighted respondents	Unweighted nonrespondents ¹	Means, base weighted			Respondents vs. full sample		Means		Full sample vs. respondents	
			Full sample ²	Respondents	Nonrespondents ¹	Estimated bias ³	Relative bias ⁴	Full sample, base weighted	Respondents, Nonresponse adjusted and post-stratified ⁵	Estimated bias ⁶	Relative bias ⁴
Race/ethnicity ⁸											
Asian	970	830	3.45	3.33	3.57	-0.12	-3.51	3.45	3.49	0.04	1.09
Black	1,100	1,200	13.04	12.51	13.60	-0.53	-4.09	13.04	13.32	0.28	2.08
Hispanic	1,700	1,900	21.35	18.43	24.37	-2.92*	-13.66	21.35	20.81	-0.54	-2.62
White	6,900	5,700	53.32	57.16	49.34	3.84*	7.20	53.32	53.10	-0.22	-0.41
Other/Multiracial	1,200	1,100	8.84	8.57	9.12	-0.27	-3.05	8.84	9.29	0.45	4.84

† Not applicable.

Rounds to zero.

* Bias is significant at the 0.05 level.

¹ Only amongst nonrespondents enrolled in a base-year science course.² Full sample refers to all eligible students enrolled in a base-year science course.³ 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).⁴ Relative bias is defined as the ratio of estimated bias to the weighted mean of the respondent cases.⁵ Weights were adjusted for nonresponse and post-stratified within the same adjustment.⁶ 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).⁷ Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.⁸ Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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 (HSL:09) Second Follow-up.

Table G-14. Nonresponse bias before and after weight adjustments for the sample using the W3W1SCITCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, adjusted for nonresponse and post-stratified ¹ (1)	Full sample ² , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified ¹ (3)	Mean (1) - Mean (3) ³	Mean (2) - Mean (3)
School type					
Public	92.54	92.62	92.54	#	0.08
Private	7.46	7.38	7.46	#	-0.08
Asian 9th-grade enrollment percent					
≤ 2 percent	49.87	51.43	49.87	#	1.57
> 2 percent	50.13	48.57	50.13	#	-1.57
Black 9th-grade enrollment percent					
≤ 7 percent	53.90	54.52	53.90	#	0.63
> 7 percent	46.10	45.48	46.10	#	-0.63
Hispanic 9th-grade enrollment percent					
≤ 5 percent	44.32	45.04	44.32	#	0.73
> 5 percent	55.68	54.96	55.68	#	-0.73
Other 9th-grade enrollment percent					
< 80 percent	59.76	60.38	59.76	#	0.63
≥ 80 percent	40.24	39.62	40.24	#	-0.63
Charter school					
Yes	1.55	1.51	1.55	#	-0.04
No	89.77	90.29	89.77	#	0.51
Private	8.67	8.20	8.67	#	-0.47

See notes at end of table.

Table G-14. Nonresponse bias before and after weight adjustments for the sample using the W3W1SCITCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, adjusted for nonresponse and post-stratified ¹ (1)	Full sample ² , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified ¹ (3)	Mean (1) - Mean (3) ³	Mean (2) - Mean (3)
Total enrollment					
< 499 students	12.40	13.73	12.40	#	1.33
500–999 students	24.69	24.33	24.69	#	-0.36
1,000–1,499 students	20.69	21.52	20.69	#	0.82
1,500–2,000 students	19.08	17.60	19.08	#	-1.48
> 2,000 students	23.14	22.82	23.14	#	-0.32
9th-grade enrollment					
0–149 9th-grade students	17.37	18.56	17.37	#	1.19
150–299 9th-grade students	23.09	23.33	23.09	#	0.24
300–449 9th-grade students	21.24	20.63	21.24	#	-0.61
450–600 9th-grade students	18.09	17.55	18.09	#	-0.54
600+ 9th-grade students	20.22	19.93	20.22	#	-0.29
Number of full-time teachers					
≤ 50	27.89	29.02	27.89	#	1.14
51–100	39.48	38.93	39.48	#	-0.55
101–150	22.82	22.19	22.82	#	-0.63
> 150	9.81	9.86	9.81	#	0.05
Student to teacher ratio					
≤ 10	6.73	6.28	6.73	#	-0.45
11–15	29.69	30.45	29.69	#	0.76
15–20	44.95	45.28	44.95	#	0.33
20–25	17.90	17.37	17.90	#	-0.53
> 25	0.73	0.63	0.73	#	-0.10

See notes at end of table.

Table G-14. Nonresponse bias before and after weight adjustments for the sample using the W3W1SCITCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, adjusted for nonresponse and post-stratified ¹ (1)	Full sample ² , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified ¹ (3)	Mean (1) - Mean (3) ³	Mean (2) - Mean (3)
Census region					
Northeast	18.78	20.13	18.78	#	1.36
Midwest	23.56	22.37	23.56	#	-1.20
South	37.36	37.31	37.36	#	-0.06
West	20.30	20.20	20.30	#	-0.10
School Urbanicity					
City	31.82	29.48	31.82	#	-2.34*
Suburban	33.67	33.52	33.67	#	-0.15
Town	11.76	13.06	11.76	#	1.30
Rural	22.75	23.94	22.75	#	1.19
Range of grades in school					
High school only	85.15	84.94	85.15	#	-0.21
Middle and high school	11.19	11.04	11.19	#	-0.15
Elementary to high school	3.66	4.02	3.66	#	0.36
Religious affiliation					
Yes	7.00	7.05	7.00	#	0.05
No	0.45	0.32	0.45	#	-0.13
Public	92.54	92.62	92.54	#	0.08

See notes at end of table.

Table G-14. Nonresponse bias before and after weight adjustments for the sample using the W3W1SCITCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, adjusted for nonresponse and post-stratified ¹ (1)	Full sample ² , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified ¹ (3)	Mean (1) - Mean (3) ³	Mean (2) - Mean (3)
School is regular secondary					
Yes	6.99	6.76	6.99	#	-0.23
No	0.47	0.62	0.47	#	0.15
Public	92.54	92.62	92.54	#	0.08
Augmented sample-state (Public School only)					
California	9.61	11.47	9.61	#	1.85
Florida	5.22	3.28	5.22	#	-1.94*
Georgia	3.21	2.10	3.21	#	-1.11*
Michigan	3.42	3.45	3.42	#	0.03
North Carolina	2.64	2.95	2.64	#	0.31
Ohio	4.04	2.83	4.04	#	-1.21*
Pennsylvania	3.57	3.91	3.57	#	0.34
Tennessee	1.71	2.08	1.71	#	0.37*
Texas	9.30	9.55	9.30	#	0.25
Washington state	1.92	2.23	1.92	#	0.31
Public schools in other states and private schools	55.37	56.18	55.37	#	0.81
Sex ⁴					
Male	50.54	50.71	50.54	#	0.18
Female	49.46	49.29	49.46	#	-0.18

See notes at end of table.

Table G-14. Nonresponse bias before and after weight adjustments for the sample using the W3W1SCITCH weight to define the set of respondents, by selected categorical variables: Supplemental 2013 Update—Continued

Variable	After nonresponse weight adjustment	After post-stratification adjustment			
	Mean	Means		Difference	
	Respondents, adjusted for nonresponse and post-stratified ¹ (1)	Full sample ² , base weighted (2)	Respondents, adjusted for nonresponse and post-stratified ¹ (3)	Mean (1) - Mean (3) ³	Mean (2) - Mean (3)
Race/ethnicity ⁵					
Asian	3.49	3.45	3.49	#	-0.04
Black	13.32	13.04	13.32	#	-0.28
Hispanic	20.81	21.35	20.81	#	0.54
White	53.10	53.32	53.10	#	0.22
Other/Multiracial	9.29	8.84	9.29	#	-0.45

† Not applicable.

Rounds to zero.

* Difference between means is significant at the 0.05 level.

¹ Weights were adjusted for nonresponse and post-stratified within the same adjustment.² Full sample refers to all eligible students enrolled in a base-year science course.³ The difference is zero for every row because the weights were adjusted for nonresponse and post-stratified within the same adjustment and thus the nonresponse adjusted weight and post-stratified weight cannot be separated from each other.⁴ Sex status is derived from first follow-up data if available otherwise it is derived from base-year data.⁵ Race/ethnicity status is derived from first follow-up data if available otherwise it is derived from base-year school enrollment lists. Race categories exclude persons of Hispanic ethnicity.

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

Table G-15. Comparison of item respondents and nonrespondents for S4ACCOMODATION (S4 D45 Received accommodations for disability from any college or trade school) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.1	86.4	93.6	-6.79*
Private	6.9	13.6	6.4	6.79*
Census region				
Northeast	19.8	25.1	19.4	5.31
Midwest	19.8	18.5	19.9	-1.35
South	38.5	33.2	38.8	-5.26
West	21.9	23.2	21.8	1.30
School urbanity				
City	28.1	30.7	27.9	2.65
Suburban	27.8	31.8	27.5	3.95
Town	13.8	9.3	14.1	-4.54*
Rural	30.3	28.3	30.5	-2.06
Race/ethnicity ³				
Hispanic	23.2	19.1	23.5	-4.06
Asian	3.1	1.8	3.1	-1.22
Black	13.7	8.1	14.1	-5.56*
Other	60.1	70.9	59.3	10.84*
Sex				
Male	55.2	44.1	55.9	-11.05*
Female	44.8	55.9	44.1	11.05*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-16. Comparison of item respondents and nonrespondents for S4ACTIVEDUTY (S4 C15 Served on active duty) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.2	96.6	94.0	2.45*
Private	5.8	3.4	6.0	-2.45*
Census region				
Northeast	19.0	18.4	19.1	-0.61
Midwest	20.1	24.2	19.8	4.05
South	39.3	37.7	39.4	-1.58
West	21.6	19.7	21.7	-1.86
School urbanity				
City	27.5	26.2	27.6	-1.33
Suburban	27.2	25.0	27.4	-2.20
Town	14.1	11.8	14.3	-2.29
Rural	31.1	36.9	30.7	5.82
Race/ethnicity ³				
Hispanic	23.3	19.5	23.5	-3.78
Asian	3.0	2.2	3.1	-0.81
Black	14.0	10.7	14.2	-3.29
Other	59.7	67.6	59.2	7.89
Sex				
Male	57.7	78.5	56.4	20.80*
Female	42.3	21.5	43.6	-20.80*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-17. Comparison of item respondents and nonrespondents for S4ADOPTM (S4 D12A Month first adopted child was adopted) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.3	96.0	94.3	1.67
Private	5.7	4.0	5.7	-1.67
Census region				
Northeast	18.7	0.0	18.7	-18.68*
Midwest	19.8	33.5	19.8	13.69
South	39.5	31.3	39.5	-8.17
West	22.0	35.2	22.0	13.15
School urbanity				
City	27.5	0.0	27.5	-27.50*
Suburban	27.1	37.0	27.1	9.88
Town	14.5	16.8	14.5	2.30
Rural	30.9	46.2	30.9	15.32
Race/ethnicity ³				
Hispanic	24.2	18.4	24.2	-5.80
Asian	3.0	0.0	3.0	-2.97*
Black	14.9	0.0	14.9	-14.89*
Other	58.0	81.6	58.0	23.66
Sex				
Male	56.4	73.0	56.4	16.59
Female	43.6	27.0	43.6	-16.59

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-18. Comparison of item respondents and nonrespondents for S4ADOPTY (S4 D12B Year first adopted child was adopted) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.3	98.5	94.3	4.20*
Private	5.7	1.5	5.7	-4.20*
Census region				
Northeast	18.7	0.0	18.7	-18.68*
Midwest	19.8	12.2	19.8	-7.57
South	39.5	74.9	39.5	35.44
West	22.0	12.8	22.1	-9.20
School urbanity				
City	27.5	63.5	27.5	36.00
Suburban	27.1	13.5	27.1	-13.60
Town	14.5	6.1	14.5	-8.39
Rural	30.9	16.9	30.9	-14.02
Race/ethnicity ³				
Hispanic	24.2	70.2	24.1	46.03*
Asian	3.0	0.0	3.0	-2.97*
Black	14.9	0.0	14.9	-14.89*
Other	58.0	29.8	58.0	-28.17
Sex				
Male	56.4	26.6	56.4	-29.74
Female	43.6	73.4	43.6	29.74

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-19. Comparison of item respondents and nonrespondents for S4AIRFORCE (S4 C14B Branch(es) of the military served: Air Force) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.2	96.6	94.0	2.44*
Private	5.8	3.4	6.0	-2.44*
Census region				
Northeast	19.0	18.3	19.1	-0.74
Midwest	20.1	23.7	19.9	3.55
South	39.3	38.0	39.4	-1.30
West	21.6	20.1	21.7	-1.51
School urbanity				
City	27.5	25.9	27.6	-1.58
Suburban	27.2	25.4	27.3	-1.81
Town	14.1	12.0	14.3	-2.12
Rural	31.1	36.6	30.8	5.51
Race/ethnicity ³				
Hispanic	23.3	19.8	23.5	-3.45
Asian	3.0	2.3	3.1	-0.76
Black	14.0	10.5	14.3	-3.52
Other	59.7	67.4	59.2	7.72
Sex				
Male	57.7	78.5	56.4	20.80*
Female	42.3	21.5	43.6	-20.80*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-20. Comparison of item respondents and nonrespondents for S4ALG1WHEN (S4 A08 When took Algebra I) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.4	97.3	94.3	2.91*
Private	5.6	2.7	5.7	-2.91*
Census region				
Northeast	19.3	19.8	19.2	0.57
Midwest	20.0	25.7	19.7	5.78
South	38.9	38.3	38.9	-0.64
West	21.9	16.2	22.1	-5.72
School urbanity				
City	27.3	17.8	27.7	-9.53*
Suburban	27.3	30.2	27.2	2.93
Town	14.4	16.5	14.3	2.10
Rural	31.0	35.5	30.9	4.50
Race/ethnicity ³				
Hispanic	23.6	12.0	24.0	-11.55*
Asian	3.0	3.1	3.0	0.09
Black	14.8	22.5	14.5	7.68
Other	58.6	62.4	58.5	3.77
Sex				
Male	57.2	50.3	57.4	-6.85
Female	42.8	49.7	42.6	6.85

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-21. Comparison of item respondents and nonrespondents for S4APPRENTICE2 (S4 C45 Job is apprenticeship: February 2016/last job) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.8	97.1	94.6	1.31*
Private	4.2	2.9	5.4	-1.31*
Census region				
Northeast	17.1	15.4	18.6	-1.69*
Midwest	20.7	22.1	19.6	1.32*
South	40.4	41.3	39.7	0.86
West	21.7	21.2	22.2	-0.49
School urbanity				
City	27.9	29.0	27.0	1.05
Suburban	26.1	24.9	27.2	-1.23*
Town	14.4	14.1	14.6	-0.25
Rural	31.6	32.0	31.2	0.44
Race/ethnicity ³				
Hispanic	24.3	24.4	24.3	0.05
Asian	2.4	1.8	3.0	-0.61*
Black	14.5	14.7	14.4	0.13
Other	58.7	59.1	58.3	0.42
Sex				
Male	54.4	51.4	57.1	-3.05*
Female	45.6	48.6	42.9	3.05*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-22. Comparison of item respondents and nonrespondents for S4APPSTATUS1 (S4 B09A Outcome of first (other) application) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.5	94.7	94.4	0.22
Private	5.5	5.3	5.6	-0.22
Census region				
Northeast	19.3	22.1	19.0	2.73
Midwest	19.6	19.1	19.7	-0.56
South	39.3	39.7	39.2	0.41
West	21.7	19.1	22.1	-2.58
School urbanity				
City	28.4	33.6	27.6	5.24
Suburban	27.6	29.0	27.4	1.41
Town	14.1	11.8	14.4	-2.22
Rural	30.0	25.5	30.6	-4.44*
Race/ethnicity ³				
Hispanic	24.0	23.1	24.2	-0.92
Asian	3.0	2.0	3.2	-1.00*
Black	15.6	21.1	14.9	5.44*
Other	57.3	53.8	57.8	-3.52
Sex				
Male	54.2	38.3	56.5	-15.94*
Female	45.8	61.7	43.5	15.94*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-23. Comparison of item respondents and nonrespondents for S4APPSTATUS2 (S4 B09B Outcome of second (other) application) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.3	92.1	94.4	-2.18
Private	5.7	7.9	5.6	2.18
Census region				
Northeast	19.4	26.0	19.0	6.55
Midwest	19.8	21.0	19.8	1.12
South	39.0	35.3	39.2	-3.65
West	21.7	17.7	22.0	-4.01
School urbanity				
City	28.1	38.7	27.5	10.54*
Suburban	27.7	30.4	27.6	2.64
Town	14.0	8.4	14.3	-5.65*
Rural	30.1	22.6	30.6	-7.53*
Race/ethnicity ³				
Hispanic	23.6	16.6	24.1	-7.01*
Asian	3.1	2.8	3.1	-0.24
Black	15.7	27.0	15.0	11.38*
Other	57.6	53.5	57.9	-4.13
Sex				
Male	55.2	37.1	56.3	-18.18*
Female	44.8	62.9	43.7	18.18*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-24. Comparison of item respondents and nonrespondents for S4ARMY (S4 C14A Branch(es) of the military served: Army) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.2	96.6	94.0	2.44*
Private	5.8	3.4	6.0	-2.44*
Census region				
Northeast	19.0	18.3	19.1	-0.74
Midwest	20.1	23.7	19.9	3.55
South	39.3	38.0	39.4	-1.30
West	21.6	20.1	21.7	-1.51
School urbanity				
City	27.5	25.9	27.6	-1.58
Suburban	27.2	25.4	27.3	-1.81
Town	14.1	12.0	14.3	-2.12
Rural	31.1	36.6	30.8	5.51
Race/ethnicity ³				
Hispanic	23.3	19.8	23.5	-3.45
Asian	3.0	2.3	3.1	-0.76
Black	14.0	10.5	14.3	-3.52
Other	59.7	67.4	59.2	7.72
Sex				
Male	57.7	78.5	56.4	20.80*
Female	42.3	21.5	43.6	-20.80*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-25. Comparison of item respondents and nonrespondents for S4ATNDCLGAPP (S4 B04 Attended one of first colleges applied to) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.6	95.1	94.4	0.51
Private	5.4	4.9	5.6	-0.51
Census region				
Northeast	19.2	19.9	19.0	0.68
Midwest	19.3	17.5	19.8	-1.82
South	39.6	40.8	39.3	1.23
West	21.9	21.8	21.9	-0.08
School urbanity				
City	28.2	30.8	27.5	2.61
Suburban	28.0	30.6	27.3	2.62
Town	13.9	12.0	14.5	-1.95*
Rural	29.9	26.6	30.7	-3.28*
Race/ethnicity ³				
Hispanic	24.2	25.3	23.9	1.12
Asian	3.0	2.9	3.1	-0.15
Black	15.2	16.7	14.8	1.49
Other	57.6	55.1	58.2	-2.46
Sex				
Male	54.2	45.5	56.6	-8.72*
Female	45.8	54.5	43.4	8.72*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-26. Comparison of item respondents and nonrespondents for S4BENEDU2 (S4 C38D Benefits offered in Feb 2016/last job: Scholarship/tuition reimbursement) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.7	97.0	94.6	1.32*
Private	4.3	3.0	5.4	-1.32*
Census region				
Northeast	17.1	15.4	18.6	-1.77*
Midwest	20.7	22.2	19.5	1.45*
South	40.3	41.1	39.7	0.76
West	21.8	21.4	22.2	-0.43
School urbanity				
City	27.9	28.8	27.1	0.91
Suburban	26.1	24.9	27.2	-1.27*
Town	14.4	14.1	14.6	-0.26
Rural	31.6	32.2	31.1	0.62
Race/ethnicity ³				
Hispanic	24.1	24.0	24.2	-0.09
Asian	2.5	1.9	3.0	-0.59*
Black	14.7	15.0	14.4	0.30
Other	58.8	59.1	58.4	0.38
Sex				
Male	54.3	50.9	57.1	-3.40*
Female	45.7	49.1	42.9	3.40*

* $p < 0.05$

¹ Estimates were weighted using the student design weight.

² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.

³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-27. Comparison of item respondents and nonrespondents for S4BENHLTH2 (S4 C38A Benefits offered in Feb 2016/last job: Health insurance) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.7	97.0	94.6	1.33*
Private	4.3	3.0	5.4	-1.33*
Census region				
Northeast	17.1	15.4	18.6	-1.76*
Midwest	20.7	22.2	19.5	1.43*
South	40.3	41.0	39.7	0.72
West	21.8	21.4	22.1	-0.39
School urbanity				
City	27.9	28.8	27.1	0.94
Suburban	26.1	24.9	27.2	-1.27*
Town	14.4	14.1	14.6	-0.30
Rural	31.6	32.2	31.1	0.62
Race/ethnicity ³				
Hispanic	24.1	24.1	24.1	-0.01
Asian	2.5	1.9	3.0	-0.58*
Black	14.7	15.0	14.4	0.28
Other	58.8	59.1	58.5	0.31
Sex				
Male	54.3	50.9	57.1	-3.37*
Female	45.7	49.1	42.9	3.37*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-28. Comparison of item respondents and nonrespondents for S4BENLIFE2 (S4 C38B Benefits offered in Feb 2016/last job: Life insurance) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.7	97.0	94.6	1.33*
Private	4.3	3.0	5.4	-1.33*
Census region				
Northeast	17.1	15.4	18.6	-1.76*
Midwest	20.7	22.1	19.6	1.37*
South	40.3	41.1	39.7	0.77
West	21.8	21.4	22.1	-0.38
School urbanity				
City	27.9	28.8	27.1	0.95
Suburban	26.1	24.9	27.2	-1.23*
Town	14.4	14.1	14.6	-0.32
Rural	31.6	32.2	31.1	0.60
Race/ethnicity ³				
Hispanic	24.1	24.1	24.1	-0.01
Asian	2.5	1.9	2.9	-0.58*
Black	14.7	15.0	14.4	0.32
Other	58.8	59.0	58.5	0.27
Sex				
Male	54.3	50.9	57.1	-3.38*
Female	45.7	49.1	42.9	3.38*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-29. Comparison of item respondents and nonrespondents for S4BENRET2 (S4 C38C Benefits offered in Feb 2016/last job: Retirement/financial benefits) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.7	97.0	94.6	1.32*
Private	4.3	3.0	5.4	-1.32*
Census region				
Northeast	17.1	15.4	18.6	-1.74*
Midwest	20.7	22.2	19.6	1.41*
South	40.3	41.1	39.7	0.73
West	21.8	21.4	22.1	-0.41
School urbanity				
City	27.9	28.8	27.1	0.92
Suburban	26.1	24.9	27.1	-1.19
Town	14.4	14.1	14.6	-0.26
Rural	31.6	32.2	31.2	0.53
Race/ethnicity ³				
Hispanic	24.1	24.1	24.1	-0.01
Asian	2.5	1.9	2.9	-0.57*
Black	14.7	14.8	14.6	0.14
Other	58.8	59.2	58.4	0.45
Sex				
Male	54.3	50.8	57.1	-3.41*
Female	45.7	49.2	42.9	3.41*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-30. Comparison of item respondents and nonrespondents for S4BENVACTN2 (S4 C38E Benefits offered in Feb 2016/last job: Paid vacation/sick/personal days) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.7	97.1	94.6	1.34*
Private	4.3	2.9	5.4	-1.34*
Census region				
Northeast	17.1	15.4	18.6	-1.73*
Midwest	20.7	22.2	19.5	1.45*
South	40.3	41.0	39.7	0.70
West	21.8	21.4	22.1	-0.42
School urbanity				
City	27.9	28.9	27.0	1.02
Suburban	26.1	24.9	27.2	-1.24*
Town	14.4	14.1	14.6	-0.29
Rural	31.6	32.1	31.2	0.51
Race/ethnicity ³				
Hispanic	24.1	24.1	24.1	-0.02
Asian	2.5	1.9	2.9	-0.57*
Black	14.7	14.9	14.5	0.20
Other	58.8	59.2	58.4	0.40
Sex				
Male	54.3	50.8	57.2	-3.48*
Female	45.7	49.2	42.8	3.48*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-31. Comparison of item respondents and nonrespondents for S4BREAKACAD (S4 B15A Took break between high school and college: academic reasons) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.7	96.9	94.3	2.20*
Private	5.3	3.1	5.7	-2.20*
Census region				
Northeast	18.8	15.6	19.4	-3.23
Midwest	19.4	19.6	19.4	0.16
South	39.2	39.8	39.1	0.57
West	22.5	25.1	22.1	2.51
School urbanity				
City	28.2	30.4	27.8	2.19
Suburban	27.0	26.6	27.1	-0.46
Town	14.0	12.3	14.3	-1.74
Rural	30.7	30.7	30.7	0.01
Race/ethnicity ³				
Hispanic	24.7	28.9	23.9	4.26
Asian	3.0	3.0	3.0	-0.01
Black	14.3	11.7	14.7	-2.60
Other	58.1	56.5	58.4	-1.65
Sex				
Male	56.2	50.7	57.1	-5.53*
Female	43.8	49.3	42.9	5.53*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-32. Comparison of item respondents and nonrespondents for S4BREAKFAM (S4 B15B Took break between high school and college: personal or family reasons) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.7	96.9	94.3	2.20*
Private	5.3	3.1	5.7	-2.20*
Census region				
Northeast	18.8	15.6	19.4	-3.23
Midwest	19.4	19.6	19.4	0.16
South	39.2	39.8	39.1	0.57
West	22.5	25.1	22.1	2.51
School urbanity				
City	28.2	30.4	27.8	2.19
Suburban	27.0	26.6	27.1	-0.46
Town	14.0	12.3	14.3	-1.74
Rural	30.7	30.7	30.7	0.01
Race/ethnicity ³				
Hispanic	24.7	28.9	23.9	4.26
Asian	3.0	3.0	3.0	-0.01
Black	14.3	11.7	14.7	-2.60
Other	58.1	56.5	58.4	-1.65
Sex				
Male	56.2	50.7	57.1	-5.53*
Female	43.8	49.3	42.9	5.53*

* $p < 0.05$

¹ Estimates were weighted using the student design weight.

² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.

³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-33. Comparison of item respondents and nonrespondents for S4BREAKFIN (S4 B15C Took break between high school and college: financial reasons) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.7	96.9	94.3	2.20*
Private	5.3	3.1	5.7	-2.20*
Census region				
Northeast	18.8	15.6	19.4	-3.23
Midwest	19.4	19.6	19.4	0.16
South	39.2	39.8	39.1	0.57
West	22.5	25.1	22.1	2.51
School urbanity				
City	28.2	30.4	27.8	2.19
Suburban	27.0	26.6	27.1	-0.46
Town	14.0	12.3	14.3	-1.74
Rural	30.7	30.7	30.7	0.01
Race/ethnicity ³				
Hispanic	24.7	28.9	23.9	4.26
Asian	3.0	3.0	3.0	-0.01
Black	14.3	11.7	14.7	-2.60
Other	58.1	56.5	58.4	-1.65
Sex				
Male	56.2	50.7	57.1	-5.53*
Female	43.8	49.3	42.9	5.53*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-34. Comparison of item respondents and nonrespondents for S4BREAKNONE (S4 B15E Took break between high school and college: reason not listed) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.7	96.9	94.3	2.20*
Private	5.3	3.1	5.7	-2.20*
Census region				
Northeast	18.8	15.6	19.4	-3.23
Midwest	19.4	19.6	19.4	0.16
South	39.2	39.8	39.1	0.57
West	22.5	25.1	22.1	2.51
School urbanity				
City	28.2	30.4	27.8	2.19
Suburban	27.0	26.6	27.1	-0.46
Town	14.0	12.3	14.3	-1.74
Rural	30.7	30.7	30.7	0.01
Race/ethnicity ³				
Hispanic	24.7	28.9	23.9	4.26
Asian	3.0	3.0	3.0	-0.01
Black	14.3	11.7	14.7	-2.60
Other	58.1	56.5	58.4	-1.65
Sex				
Male	56.2	50.7	57.1	-5.53*
Female	43.8	49.3	42.9	5.53*

* $p < 0.05$

¹ Estimates were weighted using the student design weight.

² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.

³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-35. Comparison of item respondents and nonrespondents for S4BREAKWRK (S4 B15D Took break between high school and college: work, military, career) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.7	96.9	94.3	2.20*
Private	5.3	3.1	5.7	-2.20*
Census region				
Northeast	18.8	15.6	19.4	-3.23
Midwest	19.4	19.6	19.4	0.16
South	39.2	39.8	39.1	0.57
West	22.5	25.1	22.1	2.51
School urbanity				
City	28.2	30.4	27.8	2.19
Suburban	27.0	26.6	27.1	-0.46
Town	14.0	12.3	14.3	-1.74
Rural	30.7	30.7	30.7	0.01
Race/ethnicity ³				
Hispanic	24.7	28.9	23.9	4.26
Asian	3.0	3.0	3.0	-0.01
Black	14.3	11.7	14.7	-2.60
Other	58.1	56.5	58.4	-1.65
Sex				
Male	56.2	50.7	57.1	-5.53*
Female	43.8	49.3	42.9	5.53*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-36. Comparison of item respondents and nonrespondents for S4CHILDBORN (S4 D11A Month first biological child was born) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.1	98.5	94.4	3.34*
Private	4.9	1.5	5.6	-3.34*
Census region				
Northeast	17.8	13.8	18.7	-3.95
Midwest	19.8	19.9	19.8	0.08
South	41.2	48.8	39.5	7.57*
West	21.2	17.5	22.1	-3.70
School urbanity				
City	29.0	35.4	27.5	6.39*
Suburban	26.3	22.7	27.1	-3.52*
Town	14.5	14.6	14.5	0.01
Rural	30.2	27.4	30.9	-2.88
Race/ethnicity ³				
Hispanic	25.3	30.4	24.1	5.08
Asian	2.5	0.7	3.0	-1.83*
Black	16.1	21.1	14.9	5.05*
Other	56.1	47.8	58.0	-8.30*
Sex				
Male	51.0	27.7	56.3	-23.26*
Female	49.0	72.3	43.7	23.26*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-37. Comparison of item respondents and nonrespondents for S4CHILDBORNY (S4 D11B Year first biological child was born) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.1	98.5	94.4	3.33*
Private	4.9	1.5	5.6	-3.33*
Census region				
Northeast	17.8	13.9	18.6	-3.87
Midwest	19.8	20.0	19.8	0.20
South	41.2	48.6	39.6	7.35*
West	21.2	17.5	22.0	-3.68
School urbanity				
City	29.0	35.4	27.5	6.42*
Suburban	26.3	22.7	27.1	-3.58*
Town	14.5	14.5	14.5	-0.01
Rural	30.2	27.4	30.9	-2.83
Race/ethnicity ³				
Hispanic	25.3	30.3	24.1	4.98
Asian	2.5	0.7	3.0	-1.83*
Black	16.1	21.0	14.9	4.89*
Other	56.1	48.1	57.9	-8.04*
Sex				
Male	51.0	27.7	56.3	-23.22*
Female	49.0	72.3	43.7	23.22*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-38. Comparison of item respondents and nonrespondents for S4CHOICEACC (S4 B10A First choice among colleges accepted to) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.5	94.9	94.4	0.36
Private	5.5	5.1	5.6	-0.36
Census region				
Northeast	19.0	18.7	19.0	-0.22
Midwest	19.4	18.1	19.7	-1.34
South	39.6	41.5	39.2	1.87
West	22.0	21.7	22.1	-0.31
School urbanity				
City	28.0	30.4	27.5	2.32
Suburban	28.1	30.3	27.5	2.29
Town	14.0	12.2	14.4	-1.78*
Rural	29.9	27.1	30.6	-2.84
Race/ethnicity ³				
Hispanic	23.9	23.4	24.1	-0.58
Asian	3.1	2.7	3.1	-0.32
Black	15.2	16.0	15.0	0.85
Other	57.8	57.9	57.8	0.06
Sex				
Male	54.4	46.1	56.4	-8.26*
Female	45.6	53.9	43.6	8.26*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-39. Comparison of item respondents and nonrespondents for S4CHOICEACCID (S4 B10B First choice among colleges accepted to - IPEDS ID) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.5	95.0	94.4	0.47
Private	5.5	5.0	5.6	-0.47
Census region				
Northeast	19.0	18.6	19.0	-0.33
Midwest	19.4	18.3	19.7	-1.11
South	39.6	41.0	39.3	1.42
West	22.0	22.0	22.0	0.02
School urbanity				
City	28.0	30.2	27.5	2.19
Suburban	28.1	30.4	27.5	2.36
Town	14.0	11.9	14.5	-2.05*
Rural	29.9	27.4	30.5	-2.49
Race/ethnicity ³				
Hispanic	23.9	22.6	24.2	-1.31
Asian	3.1	2.7	3.2	-0.38
Black	15.2	16.3	14.9	1.08
Other	57.8	58.4	57.7	0.61
Sex				
Male	54.4	46.1	56.3	-8.29*
Female	45.6	53.9	43.7	8.29*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-40. Comparison of item respondents and nonrespondents for S4CHOICEAPP (S4 B08A First choice among colleges applied to) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.6	95.0	94.5	0.43
Private	5.4	5.0	5.5	-0.43
Census region				
Northeast	19.2	20.0	19.0	0.78
Midwest	19.3	17.8	19.7	-1.50
South	39.6	40.5	39.4	0.93
West	21.9	21.7	21.9	-0.21
School urbanity				
City	28.2	30.6	27.6	2.37
Suburban	28.0	30.3	27.4	2.27
Town	13.9	11.9	14.5	-2.03*
Rural	29.9	27.2	30.5	-2.61
Race/ethnicity ³				
Hispanic	24.2	24.2	24.1	0.08
Asian	3.0	2.8	3.1	-0.27
Black	15.2	16.6	14.9	1.32
Other	57.6	56.4	57.8	-1.13
Sex				
Male	54.2	46.3	56.2	-7.93*
Female	45.8	53.7	43.8	7.93*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-41. Comparison of item respondents and nonrespondents for S4CHOICEAPPID (S4 B08B First choice among colleges applied to - IPEDS ID) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.6	95.2	94.4	0.66
Private	5.4	4.8	5.6	-0.66
Census region				
Northeast	19.2	19.7	19.0	0.53
Midwest	19.3	17.6	19.7	-1.73
South	39.6	40.9	39.3	1.24
West	21.9	21.9	21.9	-0.04
School urbanity				
City	28.2	30.7	27.6	2.46
Suburban	28.0	30.2	27.4	2.25
Town	13.9	11.7	14.5	-2.26*
Rural	29.9	27.4	30.5	-2.45
Race/ethnicity ³				
Hispanic	24.2	24.0	24.2	-0.18
Asian	3.0	2.7	3.1	-0.33
Black	15.2	16.8	14.9	1.58
Other	57.6	56.5	57.8	-1.07
Sex				
Male	54.2	46.4	56.1	-7.83*
Female	45.8	53.6	43.9	7.83*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-42. Comparison of item respondents and nonrespondents for S4CITIZEN (S4 D34 Citizenship in February 2016) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.1	92.4	94.4	-1.74
Private	5.9	7.6	5.6	1.74
Census region				
Northeast	19.4	23.7	18.9	4.27
Midwest	18.7	13.6	19.4	-5.10*
South	38.8	35.8	39.2	-2.99
West	23.1	26.9	22.5	3.83
School urbanity				
City	30.1	46.3	27.9	16.21*
Suburban	28.4	35.2	27.5	6.84*
Town	13.1	4.9	14.2	-8.14*
Rural	28.4	13.5	30.5	-14.90*
Race/ethnicity ³				
Hispanic	27.8	49.0	25.0	21.19*
Asian	5.3	19.6	3.4	14.25*
Black	13.6	10.2	14.1	-3.41
Other	53.2	21.2	57.5	-32.02*
Sex				
Male	55.9	46.5	57.2	-9.46*
Female	44.1	53.5	42.8	9.46*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-43. Comparison of item respondents and nonrespondents for S4CLGAPPID1 (S4 B06 IPEDS ID: Other college applied to when first applied - 1) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.5	94.6	94.4	0.15
Private	5.5	5.4	5.6	-0.15
Census region				
Northeast	19.3	21.7	19.0	2.35
Midwest	19.6	18.9	19.8	-0.76
South	39.3	39.3	39.3	-0.02
West	21.7	20.1	22.0	-1.58
School urbanity				
City	28.4	33.8	27.5	5.42
Suburban	27.6	29.2	27.3	1.62
Town	14.1	11.8	14.4	-2.31
Rural	30.0	25.2	30.7	-4.74*
Race/ethnicity ³				
Hispanic	24.0	24.8	23.9	0.72
Asian	3.0	2.7	3.1	-0.36
Black	15.6	20.5	14.8	4.90*
Other	57.3	52.1	58.2	-5.26
Sex				
Male	54.2	40.0	56.6	-14.27*
Female	45.8	60.0	43.4	14.27*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-44. Comparison of item respondents and nonrespondents for S4CLGAPPID2 (S4 B07 IPEDS ID: Other college applied to when first applied - 2) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.3	92.0	94.4	-2.27*
Private	5.7	8.0	5.6	2.27*
Census region				
Northeast	19.4	25.4	19.0	5.97
Midwest	19.8	20.7	19.8	0.83
South	39.0	35.1	39.3	-3.84
West	21.7	18.8	22.0	-2.95
School urbanity				
City	28.1	36.1	27.5	8.00
Suburban	27.7	32.6	27.3	4.87
Town	14.0	8.7	14.4	-5.32*
Rural	30.1	22.6	30.7	-7.55*
Race/ethnicity ³				
Hispanic	23.6	20.1	23.9	-3.56
Asian	3.1	3.2	3.1	0.12
Black	15.7	26.1	14.8	10.39*
Other	57.6	50.7	58.2	-6.95*
Sex				
Male	55.2	38.7	56.6	-16.52*
Female	44.8	61.3	43.4	16.52*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-45. Comparison of item respondents and nonrespondents for S4CLGAPNUM (S4 B03 Number of colleges applied to when first applied) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.6	95.1	94.4	0.53
Private	5.4	4.9	5.6	-0.53
Census region				
Northeast	19.2	19.9	19.0	0.77
Midwest	19.3	17.6	19.8	-1.68
South	39.6	40.8	39.3	1.20
West	21.9	21.6	22.0	-0.29
School urbanity				
City	28.2	30.9	27.5	2.68
Suburban	28.0	30.4	27.3	2.40
Town	13.9	12.1	14.4	-1.79*
Rural	29.9	26.6	30.7	-3.28*
Race/ethnicity ³				
Hispanic	24.2	25.1	23.9	0.94
Asian	3.0	2.9	3.1	-0.16
Black	15.2	16.7	14.8	1.50
Other	57.6	55.3	58.2	-2.27
Sex				
Male	54.2	45.6	56.6	-8.61*
Female	45.8	54.4	43.4	8.61*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-46. Comparison of item respondents and nonrespondents for S4CLGID (S4 B05 IPEDS ID: college attended when first applied) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.4	94.1	94.4	-0.28
Private	5.6	5.9	5.6	0.28
Census region				
Northeast	19.1	19.6	19.0	0.51
Midwest	19.5	17.8	19.8	-1.69
South	39.5	40.4	39.3	0.88
West	22.0	22.3	21.9	0.30
School urbanity				
City	27.9	30.0	27.5	2.07
Suburban	28.1	32.1	27.3	3.99*
Town	14.0	11.5	14.5	-2.42*
Rural	30.0	26.3	30.7	-3.63*
Race/ethnicity ³				
Hispanic	24.0	24.5	23.9	0.53
Asian	3.1	3.4	3.1	0.29
Black	14.9	15.2	14.8	0.27
Other	58.0	56.9	58.2	-1.09
Sex				
Male	54.9	46.7	56.6	-8.16*
Female	45.1	53.3	43.4	8.16*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-47. Comparison of item respondents and nonrespondents for S4COASTGRD (S4 C14E Branch(es) of the military served: Coast Guard) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.2	96.6	94.0	2.44*
Private	5.8	3.4	6.0	-2.44*
Census region				
Northeast	19.0	18.3	19.1	-0.74
Midwest	20.1	23.7	19.9	3.55
South	39.3	38.0	39.4	-1.30
West	21.6	20.1	21.7	-1.51
School urbanity				
City	27.5	25.9	27.6	-1.58
Suburban	27.2	25.4	27.3	-1.81
Town	14.1	12.0	14.3	-2.12
Rural	31.1	36.6	30.8	5.51
Race/ethnicity ³				
Hispanic	23.3	19.8	23.5	-3.45
Asian	3.0	2.3	3.1	-0.76
Black	14.0	10.5	14.3	-3.52
Other	59.7	67.4	59.2	7.72
Sex				
Male	57.7	78.5	56.4	20.80*
Female	42.3	21.5	43.6	-20.80*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-48. Comparison of item respondents and nonrespondents for S4COMBATZN (S4 C16 Served in a combat zone) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.1	96.9	94.0	2.75*
Private	5.9	3.1	6.0	-2.75*
Census region				
Northeast	19.1	19.2	19.1	0.14
Midwest	20.0	22.5	19.8	2.49
South	39.2	35.5	39.4	-3.71
West	21.7	22.8	21.7	1.08
School urbanity				
City	27.6	28.4	27.6	0.74
Suburban	27.3	25.3	27.4	-2.03
Town	14.1	10.2	14.3	-3.89
Rural	31.0	36.2	30.7	5.18
Race/ethnicity ³				
Hispanic	23.5	23.9	23.5	0.35
Asian	3.1	2.7	3.1	-0.32
Black	13.9	5.6	14.2	-8.24*
Other	59.5	67.8	59.2	8.21
Sex				
Male	57.5	83.1	56.4	25.55*
Female	42.5	16.9	43.6	-25.55*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-49. Comparison of item respondents and nonrespondents for S4CONTRIBUTE (S4 D17 Contributes to parents' household expenses) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.2	94.9	93.7	0.63*
Private	5.8	5.1	6.3	-0.63*
Census region				
Northeast	20.5	22.0	19.3	1.45
Midwest	19.1	18.3	19.9	-0.86
South	38.0	36.4	39.3	-1.55*
West	22.3	23.3	21.5	0.96
School urbanity				
City	29.6	31.9	27.8	2.27*
Suburban	28.6	30.2	27.3	1.62*
Town	12.6	10.7	14.3	-1.97*
Rural	29.1	27.2	30.7	-1.92*
Race/ethnicity ³				
Hispanic	25.5	27.3	23.9	1.84*
Asian	3.7	4.4	3.1	0.70*
Black	14.6	15.1	14.2	0.46
Other	56.2	53.2	58.7	-3.00*
Sex				
Male	54.2	51.6	56.3	-2.55*
Female	45.8	48.4	43.7	2.55*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-50. Comparison of item respondents and nonrespondents for S4COSTATTEND (S4 B11B Importance of cost of attendance when choosing first college attended) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.4	93.1	94.4	-1.26
Private	5.6	6.9	5.6	1.26
Census region				
Northeast	19.4	35.6	19.0	16.22
Midwest	19.7	16.6	19.8	-3.14
South	39.0	33.3	39.1	-5.73
West	21.9	14.5	22.1	-7.35
School urbanity				
City	27.8	35.7	27.6	7.92
Suburban	27.3	26.4	27.3	-0.94
Town	14.4	11.9	14.4	-2.48
Rural	30.5	26.0	30.7	-4.50
Race/ethnicity ³				
Hispanic	23.7	13.9	24.0	-9.85*
Asian	3.2	3.8	3.2	0.61
Black	15.1	26.1	14.9	11.00
Other	58.0	56.2	58.0	-1.77
Sex				
Male	55.9	34.3	56.4	-21.67*
Female	44.1	65.7	43.6	21.67*

* $p < 0.05$

¹ Estimates were weighted using the student design weight.

² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.

³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-51. Comparison of item respondents and nonrespondents for S4CSIMF (S4 B35C Instructors treat male and female students differently: comp sci dept) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	92.2	89.8	93.8	-2.42*
Private	7.8	10.2	6.2	2.42*
Census region				
Northeast	20.5	22.2	19.5	1.69*
Midwest	20.5	21.8	19.7	1.29
South	38.6	38.0	38.9	-0.56
West	20.4	17.9	21.9	-2.42*
School urbanity				
City	28.1	28.6	27.8	0.45
Suburban	29.0	31.3	27.6	2.29*
Town	13.1	11.5	14.0	-1.53*
Rural	29.8	28.6	30.5	-1.21
Race/ethnicity ³				
Hispanic	21.3	18.1	23.4	-3.28*
Asian	3.9	5.2	3.1	1.29*
Black	13.1	11.4	14.1	-1.68*
Other	61.6	65.3	59.3	3.67*
Sex				
Male	55.3	53.6	56.3	-1.65
Female	44.7	46.4	43.7	1.65

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-52. Comparison of item respondents and nonrespondents for S4CSIRC (S4 B36C Instructors treat students of different races differently: computer sci) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	92.2	89.9	93.7	-2.38*
Private	7.8	10.1	6.3	2.38*
Census region				
Northeast	20.5	22.3	19.5	1.78*
Midwest	20.5	21.8	19.7	1.31
South	38.6	38.1	38.9	-0.53
West	20.4	17.8	21.9	-2.57*
School urbanity				
City	28.1	28.6	27.8	0.47
Suburban	29.0	31.2	27.7	2.15*
Town	13.1	11.5	14.0	-1.60*
Rural	29.8	28.8	30.4	-1.03
Race/ethnicity ³				
Hispanic	21.3	18.1	23.3	-3.24*
Asian	3.9	5.3	3.1	1.32*
Black	13.1	11.2	14.2	-1.86*
Other	61.6	65.4	59.3	3.77*
Sex				
Male	55.3	53.8	56.2	-1.45
Female	44.7	46.2	43.8	1.45

* $p < 0.05$

¹ Estimates were weighted using the student design weight.

² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.

³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-53. Comparison of item respondents and nonrespondents for S4DEPCHILD (S4 D23 Provides more than half of financial support for own child(ren)) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.2	98.5	94.3	3.38*
Private	4.8	1.5	5.7	-3.38*
Census region				
Northeast	17.8	13.9	18.7	-3.85
Midwest	19.8	19.7	19.8	-0.13
South	41.2	48.1	39.5	6.92*
West	21.3	18.3	22.0	-2.95
School urbanity				
City	28.9	34.5	27.5	5.58*
Suburban	26.1	22.0	27.2	-4.16*
Town	14.7	15.5	14.5	0.85
Rural	30.3	28.0	30.8	-2.26
Race/ethnicity ³				
Hispanic	25.2	28.9	24.2	3.78
Asian	2.5	0.7	3.0	-1.86*
Black	16.0	21.0	14.8	4.99*
Other	56.3	49.4	58.0	-6.91*
Sex				
Male	50.9	29.0	56.3	-21.95*
Female	49.1	71.0	43.7	21.95*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-54. Comparison of item respondents and nonrespondents for S4DEPCHILDNUM (S4 D24 Number of children receive more than half support from respondent) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.0	98.5	94.3	3.50*
Private	5.0	1.5	5.7	-3.50*
Census region				
Northeast	17.9	13.3	18.7	-4.58
Midwest	19.9	20.4	19.8	0.48
South	41.0	49.2	39.5	8.20*
West	21.2	17.1	22.0	-4.10
School urbanity				
City	28.8	35.9	27.5	7.10*
Suburban	26.4	22.1	27.2	-4.26*
Town	14.5	14.6	14.5	0.10
Rural	30.3	27.3	30.8	-2.95
Race/ethnicity ³				
Hispanic	25.0	29.3	24.2	4.30
Asian	2.7	0.8	3.0	-1.82*
Black	16.0	23.1	14.8	7.02*
Other	56.3	46.8	58.0	-9.50*
Sex				
Male	52.1	29.3	56.2	-22.82*
Female	47.9	70.7	43.8	22.82*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-55. Comparison of item respondents and nonrespondents for S4DEPOTHNUM (S4 D26 Number of other dependents) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.0	96.9	93.7	2.83*
Private	6.0	3.1	6.3	-2.83*
Census region				
Northeast	18.7	14.0	19.3	-4.74*
Midwest	19.9	19.5	20.0	-0.40
South	39.3	40.9	39.1	1.61
West	22.1	25.6	21.7	3.54
School urbanity				
City	28.7	36.4	27.8	7.74*
Suburban	27.1	24.1	27.4	-2.98
Town	13.9	10.6	14.3	-3.34*
Rural	30.3	28.9	30.5	-1.41
Race/ethnicity ³				
Hispanic	25.1	33.8	24.1	8.74*
Asian	3.0	2.2	3.1	-0.75
Black	14.3	15.3	14.2	0.98
Other	57.6	48.7	58.7	-8.96*
Sex				
Male	55.1	45.5	56.2	-9.60*
Female	44.9	54.5	43.8	9.60*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-56. Comparison of item respondents and nonrespondents for S4ENGMF (S4 B35D Instructors treat male and female students differently: engineering dept) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.1	89.7	93.7	-3.34*
Private	6.9	10.3	6.3	3.34*
Census region				
Northeast	19.8	21.5	19.5	1.66
Midwest	19.9	21.1	19.7	1.17
South	38.4	36.0	38.9	-2.43
West	21.8	21.4	21.9	-0.40
School urbanity				
City	28.8	33.3	27.9	4.51*
Suburban	28.4	32.3	27.6	3.87*
Town	13.5	11.0	14.0	-2.57
Rural	29.3	23.5	30.5	-5.82*
Race/ethnicity ³				
Hispanic	22.7	19.0	23.4	-3.74*
Asian	3.8	7.1	3.1	3.32*
Black	13.5	10.2	14.1	-3.25*
Other	60.0	63.7	59.3	3.66
Sex				
Male	58.6	69.7	56.4	11.06*
Female	41.4	30.3	43.6	-11.06*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-57. Comparison of item respondents and nonrespondents for S4ENGRC (S4 B36D Instructors treat students of different races differently: engineering) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.1	89.7	93.7	-3.35*
Private	6.9	10.3	6.3	3.35*
Census region				
Northeast	19.8	21.8	19.5	1.98
Midwest	19.9	21.2	19.7	1.25
South	38.4	35.2	39.0	-3.21
West	21.8	21.8	21.8	-0.03
School urbanity				
City	28.8	33.0	27.9	4.27
Suburban	28.4	32.3	27.6	3.93*
Town	13.5	10.8	14.0	-2.70*
Rural	29.3	23.8	30.4	-5.51*
Race/ethnicity ³				
Hispanic	22.7	19.0	23.4	-3.71*
Asian	3.8	7.3	3.1	3.49*
Black	13.5	9.3	14.3	-4.20*
Other	60.0	64.4	59.2	4.42*
Sex				
Male	58.6	70.2	56.4	11.53*
Female	41.4	29.8	43.6	-11.53*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-58. Comparison of item respondents and nonrespondents for S4EVERAPPLY (S4 B01 Ever applied to college) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.4	97.0	94.4	1.62*
Private	4.6	3.0	5.6	-1.62*
Census region				
Northeast	18.6	18.0	19.0	-0.60
Midwest	19.6	19.3	19.8	-0.29
South	40.1	41.3	39.3	1.24
West	21.7	21.3	21.9	-0.35
School urbanity				
City	28.3	29.6	27.5	1.31
Suburban	27.4	27.6	27.3	0.24
Town	14.1	13.4	14.5	-0.64
Rural	30.2	29.3	30.8	-0.90
Race/ethnicity ³				
Hispanic	24.4	25.3	23.9	0.86
Asian	2.8	2.5	3.1	-0.36
Black	15.0	15.3	14.8	0.26
Other	57.8	57.0	58.2	-0.76
Sex				
Male	55.1	52.6	56.6	-2.50*
Female	44.9	47.4	43.4	2.50*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-59. Comparison of item respondents and nonrespondents for S4HELPCRSCI (S4 B39C Requested help for college course: computer science/technology) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	92.1	87.6	93.8	-4.49*
Private	7.9	12.4	6.2	4.49*
Census region				
Northeast	20.4	22.9	19.4	2.55*
Midwest	20.2	21.6	19.7	1.39
South	38.4	37.0	38.9	-1.37
West	21.0	18.4	22.0	-2.57*
School urbanity				
City	28.4	29.6	27.9	1.25
Suburban	29.1	33.4	27.5	4.28*
Town	12.9	9.7	14.1	-3.20*
Rural	29.6	27.3	30.5	-2.32*
Race/ethnicity ³				
Hispanic	21.8	17.3	23.5	-4.44*
Asian	3.9	6.0	3.2	2.07*
Black	13.2	10.5	14.2	-2.63*
Other	61.1	66.1	59.2	5.00*
Sex				
Male	54.5	49.7	56.3	-4.76*
Female	45.5	50.3	43.7	4.76*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-60. Comparison of item respondents and nonrespondents for S4HELPCRSENG (S4 B39D Requested help for college course: engineering) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.1	87.5	93.8	-5.52*
Private	6.9	12.5	6.2	5.52*
Census region				
Northeast	19.5	19.7	19.4	0.22
Midwest	20.0	22.1	19.7	2.13
South	38.4	34.4	38.9	-3.98
West	22.1	23.8	21.9	1.64
School urbanity				
City	28.6	34.5	27.8	5.93*
Suburban	28.2	33.2	27.6	5.00*
Town	13.6	9.9	14.1	-3.72*
Rural	29.6	22.4	30.5	-7.21*
Race/ethnicity ³				
Hispanic	22.8	17.6	23.5	-5.18*
Asian	3.7	8.0	3.1	4.36*
Black	13.4	7.1	14.2	-6.25*
Other	60.2	67.3	59.3	7.07*
Sex				
Male	57.4	65.8	56.3	8.36*
Female	42.6	34.2	43.7	-8.36*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-61. Comparison of item respondents and nonrespondents for S4HELPCRSENGL (S4 B39E Requested help for college course: English) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	91.0	87.7	93.7	-3.28*
Private	9.0	12.3	6.3	3.28*
Census region				
Northeast	19.7	20.1	19.4	0.38
Midwest	20.6	21.7	19.7	1.07
South	37.5	35.9	38.9	-1.60*
West	22.1	22.3	22.0	0.16
School urbanity				
City	29.1	30.6	27.9	1.48
Suburban	29.2	31.2	27.6	1.96*
Town	12.3	10.2	14.0	-2.08*
Rural	29.4	28.0	30.5	-1.35
Race/ethnicity ³				
Hispanic	21.4	19.0	23.4	-2.39*
Asian	4.4	5.8	3.2	1.41*
Black	12.6	10.7	14.2	-1.86*
Other	61.6	64.5	59.3	2.84*
Sex				
Male	48.9	40.0	56.3	-8.85*
Female	51.1	60.0	43.7	8.85*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-62. Comparison of item respondents and nonrespondents for S4HELPCRSMTH (S4 B39A Requested help for college course: math) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	91.1	87.5	93.7	-3.57*
Private	8.9	12.5	6.3	3.57*
Census region				
Northeast	19.8	20.3	19.4	0.52
Midwest	20.3	21.2	19.6	0.89
South	37.9	36.5	38.9	-1.38
West	22.0	22.0	22.0	-0.02
School urbanity				
City	28.9	30.2	27.9	1.33
Suburban	29.3	31.5	27.6	2.20*
Town	12.4	10.3	14.0	-2.09*
Rural	29.4	28.0	30.5	-1.44
Race/ethnicity ³				
Hispanic	21.4	18.7	23.5	-2.75*
Asian	4.3	5.8	3.2	1.51*
Black	12.9	11.2	14.2	-1.69
Other	61.4	64.3	59.2	2.92*
Sex				
Male	49.4	40.0	56.4	-9.36*
Female	50.6	60.0	43.6	9.36*

* $p < 0.05$

¹ Estimates were weighted using the student design weight.

² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.

³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-63. Comparison of item respondents and nonrespondents for S4HELPCRSOTH (S4 B39F Requested help for college course: other subject not listed) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	91.0	87.7	93.7	-3.28*
Private	9.0	12.3	6.3	3.28*
Census region				
Northeast	19.7	20.1	19.4	0.38
Midwest	20.6	21.7	19.7	1.07
South	37.5	35.9	38.9	-1.60*
West	22.1	22.3	22.0	0.16
School urbanity				
City	29.1	30.6	27.9	1.48
Suburban	29.2	31.2	27.6	1.96*
Town	12.3	10.2	14.0	-2.08*
Rural	29.4	28.0	30.5	-1.35
Race/ethnicity ³				
Hispanic	21.4	19.0	23.4	-2.39*
Asian	4.4	5.8	3.2	1.41*
Black	12.6	10.7	14.2	-1.86*
Other	61.6	64.5	59.3	2.84*
Sex				
Male	48.9	40.0	56.3	-8.85*
Female	51.1	60.0	43.7	8.85*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-64. Comparison of item respondents and nonrespondents for S4HELPCRSSCI (S4 B39B Requested help for college course: science) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	91.0	87.2	93.7	-3.87*
Private	9.0	12.8	6.3	3.87*
Census region				
Northeast	19.9	20.6	19.5	0.69
Midwest	20.6	21.9	19.7	1.33
South	37.3	35.2	38.8	-2.17*
West	22.1	22.3	22.0	0.15
School urbanity				
City	28.8	30.1	27.9	1.34
Suburban	29.2	31.6	27.6	2.38*
Town	12.4	10.0	14.0	-2.35*
Rural	29.6	28.2	30.6	-1.38
Race/ethnicity ³				
Hispanic	21.2	18.0	23.4	-3.18*
Asian	4.5	6.5	3.2	1.95*
Black	12.3	9.7	14.2	-2.64*
Other	62.0	65.8	59.3	3.87*
Sex				
Male	49.5	39.6	56.3	-9.90*
Female	50.5	60.4	43.7	9.90*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-65. Comparison of item respondents and nonrespondents for S4HSEQEXAMPASS (S4 A15 Passed all parts of GED/high school equivalency test the first time) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.7	98.6	94.4	3.90*
Private	5.3	1.4	5.6	-3.90*
Census region				
Northeast	18.6	13.4	19.1	-5.27*
Midwest	19.7	17.8	19.8	-1.84
South	39.6	46.6	38.9	7.04*
West	22.1	22.2	22.1	0.07
School urbanity				
City	28.1	32.1	27.8	3.93
Suburban	27.3	28.3	27.2	1.07
Town	14.5	15.5	14.5	0.94
Rural	30.1	24.1	30.6	-5.95*
Race/ethnicity ³				
Hispanic	23.8	21.2	24.0	-2.60
Asian	2.9	0.6	3.1	-2.28*
Black	15.1	20.5	14.6	5.43*
Other	58.3	57.7	58.3	-0.54
Sex				
Male	57.5	53.9	57.8	-3.54
Female	42.5	46.1	42.2	3.54

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-66. Comparison of item respondents and nonrespondents for S4HSEQUEXPECT (S4 A16 Expects to complete GED or high school equivalency by the end of 2016) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.8	99.4	94.3	4.58*
Private	5.2	0.6	5.7	-4.58*
Census region				
Northeast	18.3	11.5	19.1	-6.84*
Midwest	19.8	20.3	19.8	0.49
South	39.6	44.9	39.0	5.29
West	22.3	23.3	22.1	1.05
School urbanity				
City	28.7	36.0	27.8	7.34*
Suburban	26.9	25.5	27.1	-1.45
Town	14.1	11.5	14.4	-2.62
Rural	30.2	27.0	30.6	-3.27
Race/ethnicity ³				
Hispanic	24.4	26.8	24.2	2.36
Asian	2.9	1.1	3.1	-1.73*
Black	15.6	24.2	14.6	8.59*
Other	57.1	47.9	58.2	-9.21*
Sex				
Male	57.2	53.5	57.6	-3.70
Female	42.8	46.5	42.4	3.70

* $p < 0.05$

¹ Estimates were weighted using the student design weight.

² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.

³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-67. Comparison of item respondents and nonrespondents for S4HSPGM16FB (S4 A13 Attending an adult high school completion program in February 2016) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.4	99.6	94.3	5.12*
Private	5.6	0.4	5.7	-5.12*
Census region				
Northeast	18.8	9.6	19.2	-9.18*
Midwest	19.6	18.8	19.7	-0.80
South	39.1	43.3	39.0	4.12
West	22.4	28.3	22.2	5.86
School urbanity				
City	28.0	34.6	27.8	6.57
Suburban	27.2	27.4	27.1	0.23
Town	14.2	10.2	14.3	-3.97
Rural	30.6	27.8	30.8	-2.83
Race/ethnicity ³				
Hispanic	24.2	30.8	24.0	6.54
Asian	3.0	0.4	3.1	-2.55*
Black	14.7	16.5	14.6	1.80
Other	58.1	52.4	58.4	-5.79
Sex				
Male	57.4	53.8	57.6	-3.69
Female	42.6	46.2	42.4	3.69

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-68. Comparison of item respondents and nonrespondents for S4INCOME (S4 D19 Respondent's income - continuous form) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.1	92.6	93.6	-0.42
Private	6.9	7.4	6.4	0.42
Census region				
Northeast	18.8	18.6	19.2	-0.26
Midwest	21.1	21.8	20.1	0.71*
South	38.4	38.1	38.8	-0.28
West	21.7	21.5	21.9	-0.17
School urbanity				
City	29.2	29.8	28.4	0.60
Suburban	27.8	28.0	27.6	0.14
Town	13.0	12.3	13.8	-0.67*
Rural	30.0	29.9	30.1	-0.08
Race/ethnicity ³				
Hispanic	22.2	20.8	24.0	-1.39*
Asian	3.6	3.7	3.5	0.06
Black	13.4	12.7	14.3	-0.69
Other	60.7	62.8	58.1	2.01*
Sex				
Male	50.4	47.4	54.3	-3.00*
Female	49.6	52.6	45.7	3.00*

* $p < 0.05$

¹ Estimates were weighted using the student design weight.

² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.

³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-69. Comparison of item respondents and nonrespondents for S4INCOMESPCAT (S4 D22 Spouse's income - categorical form) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.5	97.0	94.3	2.47*
Private	5.5	3.0	5.7	-2.47*
Census region				
Northeast	18.5	14.3	18.9	-4.19
Midwest	19.3	16.3	19.6	-3.00
South	40.0	46.9	39.3	6.89
West	22.2	22.5	22.2	0.31
School urbanity				
City	27.4	27.9	27.4	0.44
Suburban	26.7	22.1	27.2	-4.67
Town	14.4	15.3	14.3	0.87
Rural	31.4	34.8	31.1	3.35
Race/ethnicity ³				
Hispanic	24.9	31.4	24.2	6.54
Asian	2.9	1.6	3.0	-1.30
Black	13.9	8.5	14.5	-5.48*
Other	58.3	58.5	58.3	0.24
Sex				
Male	53.9	24.7	56.7	-29.13*
Female	46.1	75.3	43.3	29.13*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-70. Comparison of item respondents and nonrespondents for S4INCOMESPS (S4 D21 Spouse's income - continuous form) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.5	96.7	94.3	2.17*
Private	5.5	3.3	5.7	-2.17*
Census region				
Northeast	18.5	15.8	18.7	-2.70
Midwest	19.3	16.3	19.5	-3.02
South	40.0	44.8	39.6	4.78
West	22.2	23.2	22.2	0.93
School urbanity				
City	27.4	27.4	27.4	-0.03
Suburban	26.7	22.1	27.1	-4.66
Town	14.4	15.8	14.3	1.43
Rural	31.4	34.7	31.2	3.26
Race/ethnicity ³				
Hispanic	24.9	32.1	24.3	7.19
Asian	2.9	1.6	3.0	-1.29
Black	13.9	6.2	14.6	-7.72*
Other	58.3	60.1	58.1	1.83
Sex				
Male	53.9	24.7	56.3	-29.20*
Female	46.1	75.3	43.7	29.20*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-71. Comparison of item respondents and nonrespondents for S4INFORMEDCLG (S4 D44 Ever informed college or trade school of disability or special need) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	92.4	89.4	93.6	-2.96*
Private	7.6	10.6	6.4	2.96*
Census region				
Northeast	19.3	19.1	19.4	-0.20
Midwest	19.9	19.9	19.9	-0.03
South	38.5	37.8	38.8	-0.73
West	22.3	23.2	21.9	0.96
School urbanity				
City	28.4	29.8	27.9	1.37
Suburban	28.0	29.1	27.5	1.08
Town	13.2	11.0	14.1	-2.20*
Rural	30.4	30.1	30.5	-0.25
Race/ethnicity ³				
Hispanic	23.1	22.2	23.5	-0.91
Asian	3.4	3.8	3.1	0.48
Black	12.7	9.6	14.1	-3.15*
Other	60.9	64.4	59.3	3.58*
Sex				
Male	51.8	42.3	55.9	-9.52*
Female	48.2	57.7	44.1	9.52*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-72. Comparison of item respondents and nonrespondents for S4JOBDDUTY1 (S4 C22B Job duties of first job after high school) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.0	92.4	93.9	-0.62*
Private	7.0	7.6	6.1	0.62*
Census region				
Northeast	18.9	18.9	18.9	0.01
Midwest	21.6	22.6	20.0	1.05*
South	38.3	37.6	39.3	-0.69
West	21.3	20.9	21.8	-0.36
School urbanity				
City	28.2	28.6	27.6	0.43
Suburban	27.9	28.2	27.4	0.31
Town	13.3	12.7	14.3	-0.66
Rural	30.6	30.6	30.7	-0.08
Race/ethnicity ³				
Hispanic	21.9	20.7	23.5	-1.14*
Asian	3.3	3.4	3.1	0.12
Black	12.9	12.0	14.2	-0.89*
Other	61.9	63.9	59.1	1.91*
Sex				
Male	50.7	47.1	55.8	-3.51*
Female	49.3	52.9	44.2	3.51*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-73. Comparison of item respondents and nonrespondents for S4JOBSAT2 (S4 C44 Job satisfaction: February 2016/last job) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.8	97.0	94.6	1.29*
Private	4.2	3.0	5.4	-1.29*
Census region				
Northeast	17.1	15.3	18.7	-1.80*
Midwest	20.7	22.1	19.6	1.32*
South	40.4	41.3	39.7	0.84
West	21.7	21.4	22.0	-0.36
School urbanity				
City	27.9	28.9	27.0	1.02
Suburban	26.1	25.0	27.1	-1.12
Town	14.4	14.1	14.6	-0.29
Rural	31.6	32.0	31.2	0.39
Race/ethnicity ³				
Hispanic	24.3	24.5	24.1	0.22
Asian	2.4	1.8	3.0	-0.61*
Black	14.5	14.5	14.5	#
Other	58.7	59.1	58.4	0.38
Sex				
Male	54.4	51.3	57.1	-3.07*
Female	45.6	48.7	42.9	3.07*

Rounds to zero.

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-74. Comparison of item respondents and nonrespondents for S4LASTHSMO (S4 A04A Month last attended high school) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.1	99.0	94.4	3.90*
Private	4.9	1.0	5.6	-3.90*
Census region				
Northeast	18.0	12.5	19.1	-5.50*
Midwest	19.7	18.8	19.9	-0.93
South	40.1	46.6	38.9	6.47*
West	22.1	22.1	22.1	-0.04
School urbanity				
City	28.8	33.9	27.8	5.10*
Suburban	27.1	26.7	27.1	-0.41
Town	14.2	13.0	14.5	-1.22
Rural	29.9	26.5	30.6	-3.48*
Race/ethnicity ³				
Hispanic	24.0	23.7	24.0	-0.29
Asian	2.7	0.9	3.1	-1.80*
Black	15.9	22.9	14.6	6.92*
Other	57.4	52.5	58.3	-4.84*
Sex				
Male	57.2	53.7	57.8	-3.50
Female	42.8	46.3	42.2	3.50

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-75. Comparison of item respondents and nonrespondents for S4LASTHSYR (S4 A04B Year last attended high school) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.1	99.0	94.4	3.91*
Private	4.9	1.0	5.6	-3.91*
Census region				
Northeast	18.0	12.5	19.1	-5.53*
Midwest	19.7	18.9	19.8	-0.80
South	40.1	46.5	38.9	6.38*
West	22.1	22.1	22.1	-0.05
School urbanity				
City	28.8	33.8	27.8	5.06*
Suburban	27.1	26.6	27.2	-0.46
Town	14.2	13.0	14.5	-1.21
Rural	29.9	26.6	30.6	-3.38
Race/ethnicity ³				
Hispanic	24.0	23.6	24.0	-0.33
Asian	2.7	0.9	3.1	-1.80*
Black	15.9	22.8	14.6	6.89*
Other	57.4	52.6	58.3	-4.76*
Sex				
Male	57.2	53.8	57.8	-3.41
Female	42.8	46.2	42.2	3.41

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-76. Comparison of item respondents and nonrespondents for S4LIVEKIDAMT (S4 D14 Amount of time lives with child(ren)) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.2	98.5	94.3	3.36*
Private	4.8	1.5	5.7	-3.36*
Census region				
Northeast	17.8	13.9	18.7	-3.82
Midwest	19.8	19.7	19.8	-0.05
South	41.2	48.3	39.5	7.11*
West	21.3	18.0	22.1	-3.24
School urbanity				
City	28.9	34.7	27.5	5.78*
Suburban	26.1	22.2	27.1	-3.95*
Town	14.7	15.4	14.5	0.68
Rural	30.3	27.8	30.9	-2.52
Race/ethnicity ³				
Hispanic	25.2	29.3	24.1	4.17
Asian	2.5	0.7	3.0	-1.84*
Black	16.0	20.6	14.9	4.59
Other	56.3	49.4	58.0	-6.92*
Sex				
Male	50.9	28.2	56.4	-22.74*
Female	49.1	71.8	43.6	22.74*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-77. Comparison of item respondents and nonrespondents for S4MARINES (S4 C14C Branch(es) of the military served: Marines) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.2	96.6	94.0	2.44*
Private	5.8	3.4	6.0	-2.44*
Census region				
Northeast	19.0	18.3	19.1	-0.74
Midwest	20.1	23.7	19.9	3.55
South	39.3	38.0	39.4	-1.30
West	21.6	20.1	21.7	-1.51
School urbanity				
City	27.5	25.9	27.6	-1.58
Suburban	27.2	25.4	27.3	-1.81
Town	14.1	12.0	14.3	-2.12
Rural	31.1	36.6	30.8	5.51
Race/ethnicity ³				
Hispanic	23.3	19.8	23.5	-3.45
Asian	3.0	2.3	3.1	-0.76
Black	14.0	10.5	14.3	-3.52
Other	59.7	67.4	59.2	7.72
Sex				
Male	57.7	78.5	56.4	20.80*
Female	42.3	21.5	43.6	-20.80*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-78. Comparison of item respondents and nonrespondents for S4MARRIAGEM (S4 D05A Month of first marriage) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.5	97.3	94.2	2.75*
Private	5.5	2.7	5.8	-2.75*
Census region				
Northeast	18.3	12.5	18.9	-5.76
Midwest	19.3	16.8	19.6	-2.59
South	40.2	48.8	39.2	8.58*
West	22.2	22.0	22.2	-0.23
School urbanity				
City	27.4	27.3	27.4	-0.05
Suburban	26.7	22.5	27.2	-4.25
Town	14.4	15.9	14.3	1.44
Rural	31.5	34.3	31.2	2.86
Race/ethnicity ³				
Hispanic	25.0	31.9	24.2	6.87
Asian	2.9	1.6	3.0	-1.30*
Black	13.8	9.0	14.4	-4.83*
Other	58.3	57.6	58.4	-0.74
Sex				
Male	53.7	27.7	56.7	-25.94*
Female	46.3	72.3	43.3	25.94*

* $p < 0.05$

¹ Estimates were weighted using the student design weight.

² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.

³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-79. Comparison of item respondents and nonrespondents for S4MARRIAGEY (S4 D05B Year of first marriage) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.5	97.0	94.2	2.50*
Private	5.5	3.0	5.8	-2.50*
Census region				
Northeast	18.3	13.0	18.9	-5.29
Midwest	19.3	16.6	19.7	-2.70
South	40.2	48.5	39.2	8.35*
West	22.2	21.8	22.3	-0.36
School urbanity				
City	27.4	27.4	27.4	-0.02
Suburban	26.7	22.2	27.2	-4.54*
Town	14.4	15.8	14.3	1.37
Rural	31.5	34.7	31.1	3.19
Race/ethnicity ³				
Hispanic	25.0	31.7	24.2	6.69
Asian	2.9	1.6	3.0	-1.31*
Black	13.8	9.0	14.4	-4.87*
Other	58.3	57.8	58.4	-0.51
Sex				
Male	53.7	27.7	56.7	-25.96*
Female	46.3	72.3	43.3	25.96*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-80. Comparison of item respondents and nonrespondents for S4MHDISBL (S4 D39 Difficulty concentrating/remembering/deciding due to mental health) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.0	93.8	94.0	-0.20
Private	6.0	6.2	6.0	0.20
Census region				
Northeast	18.8	17.9	19.1	-0.84
Midwest	20.2	20.4	20.1	0.21
South	38.6	36.6	39.4	-1.96
West	22.5	25.1	21.5	2.59
School urbanity				
City	28.6	30.9	27.6	2.34
Suburban	27.5	27.9	27.4	0.34
Town	13.5	11.6	14.3	-1.88*
Rural	30.4	29.6	30.7	-0.79
Race/ethnicity ³				
Hispanic	23.6	23.6	23.6	0.03
Asian	3.4	4.1	3.1	0.75*
Black	13.3	10.6	14.4	-2.66*
Other	59.7	61.6	59.0	1.88
Sex				
Male	52.3	42.6	56.2	-9.64*
Female	47.7	57.4	43.8	9.64*

* $p < 0.05$

¹ Estimates were weighted using the student design weight.

² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.

³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-81. Comparison of item respondents and nonrespondents for S4MLTCOMP (S4 C12 Military component (active duty, Reserves, National Guard)) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.2	96.6	94.0	2.40*
Private	5.8	3.4	6.0	-2.40*
Census region				
Northeast	19.0	18.4	19.1	-0.61
Midwest	20.1	24.5	19.8	4.35
South	39.3	37.3	39.4	-1.99
West	21.6	19.8	21.7	-1.74
School urbanity				
City	27.5	26.3	27.6	-1.27
Suburban	27.2	25.4	27.4	-1.87
Town	14.1	11.9	14.3	-2.27
Rural	31.1	36.5	30.8	5.41
Race/ethnicity ³				
Hispanic	23.3	19.7	23.5	-3.52
Asian	3.0	2.2	3.1	-0.78
Black	14.0	10.9	14.2	-3.15
Other	59.7	67.1	59.2	7.46
Sex				
Male	57.7	78.4	56.4	20.72*
Female	42.3	21.6	43.6	-20.72*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-82. Comparison of item respondents and nonrespondents for S4MLTENDM (S4 C11A Month ended military service) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.1	96.9	94.0	2.87*
Private	5.9	3.1	6.0	-2.87*
Census region				
Northeast	19.0	10.4	19.1	-8.63
Midwest	20.0	38.6	19.8	18.63*
South	39.4	40.8	39.4	1.45
West	21.6	10.1	21.7	-11.45*
School urbanity				
City	27.7	35.1	27.6	7.41
Suburban	27.2	9.6	27.4	-17.57*
Town	14.3	13.8	14.3	-0.43
Rural	30.8	41.4	30.7	10.59
Race/ethnicity ³				
Hispanic	23.4	6.9	23.5	-16.43*
Asian	3.1	2.3	3.1	-0.72
Black	14.3	15.4	14.3	1.09
Other	59.3	75.4	59.2	16.06
Sex				
Male	56.5	67.2	56.4	10.74
Female	43.5	32.8	43.6	-10.74

* $p < 0.05$

¹ Estimates were weighted using the student design weight.

² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.

³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-83. Comparison of item respondents and nonrespondents for S4MLTENDY (S4 C11B Year ended military service) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.1	96.9	94.0	2.83*
Private	5.9	3.1	6.0	-2.83*
Census region				
Northeast	19.0	10.5	19.1	-8.50
Midwest	20.0	38.5	19.9	18.52*
South	39.4	40.7	39.4	1.29
West	21.6	10.3	21.7	-11.31*
School urbanity				
City	27.7	34.9	27.6	7.26
Suburban	27.2	9.8	27.4	-17.44*
Town	14.3	14.0	14.3	-0.25
Rural	30.8	41.3	30.7	10.44
Race/ethnicity ³				
Hispanic	23.4	7.0	23.5	-16.34*
Asian	3.1	2.4	3.1	-0.69
Black	14.3	15.6	14.3	1.29
Other	59.3	75.0	59.2	15.73
Sex				
Male	56.5	67.5	56.4	11.01
Female	43.5	32.5	43.6	-11.01

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-84. Comparison of item respondents and nonrespondents for S4MLTGRADE (S4 C13 Highest military pay grade) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.2	97.0	94.0	2.82*
Private	5.8	3.0	6.0	-2.82*
Census region				
Northeast	19.0	18.5	19.1	-0.56
Midwest	20.1	24.2	19.8	4.11
South	39.3	37.4	39.4	-1.88
West	21.6	19.9	21.7	-1.67
School urbanity				
City	27.5	26.3	27.6	-1.22
Suburban	27.2	24.9	27.4	-2.34
Town	14.1	12.0	14.3	-2.17
Rural	31.1	36.8	30.7	5.72
Race/ethnicity ³				
Hispanic	23.3	19.7	23.5	-3.61
Asian	3.0	2.3	3.1	-0.72
Black	14.0	10.8	14.2	-3.25
Other	59.7	67.3	59.2	7.58
Sex				
Male	57.7	78.3	56.4	20.59*
Female	42.3	21.7	43.6	-20.59*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-85. Comparison of item respondents and nonrespondents for S4MLTSTARTM (S4 C09A Month started military service) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.2	96.7	94.0	2.53*
Private	5.8	3.3	6.0	-2.53*
Census region				
Northeast	19.0	18.2	19.1	-0.86
Midwest	20.1	24.3	19.8	4.17
South	39.3	37.8	39.4	-1.49
West	21.6	19.8	21.7	-1.82
School urbanity				
City	27.5	25.9	27.6	-1.64
Suburban	27.2	25.3	27.4	-1.97
Town	14.1	11.9	14.3	-2.22
Rural	31.1	36.9	30.7	5.83
Race/ethnicity ³				
Hispanic	23.3	19.7	23.5	-3.60
Asian	3.0	2.2	3.1	-0.82
Black	14.0	10.4	14.3	-3.59
Other	59.7	67.7	59.2	8.00
Sex				
Male	57.7	78.7	56.4	20.99*
Female	42.3	21.3	43.6	-20.99*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-86. Comparison of item respondents and nonrespondents for S4MLTSTARTY (S4 C09B Year started military service) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.2	96.7	94.0	2.51*
Private	5.8	3.3	6.0	-2.51*
Census region				
Northeast	19.0	18.3	19.1	-0.75
Midwest	20.1	24.4	19.8	4.34
South	39.3	37.4	39.4	-1.89
West	21.6	19.9	21.7	-1.70
School urbanity				
City	27.5	25.8	27.6	-1.67
Suburban	27.2	25.0	27.4	-2.25
Town	14.1	12.0	14.3	-2.15
Rural	31.1	37.2	30.7	6.07
Race/ethnicity ³				
Hispanic	23.3	19.8	23.5	-3.45
Asian	3.0	2.2	3.1	-0.81
Black	14.0	10.1	14.3	-3.96
Other	59.7	67.9	59.2	8.22
Sex				
Male	57.7	78.6	56.4	20.86*
Female	42.3	21.4	43.6	-20.86*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-87. Comparison of item respondents and nonrespondents for S4NAVY (S4 C14D Branch(es) of the military served: Navy) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.2	96.6	94.0	2.44*
Private	5.8	3.4	6.0	-2.44*
Census region				
Northeast	19.0	18.3	19.1	-0.74
Midwest	20.1	23.7	19.9	3.55
South	39.3	38.0	39.4	-1.30
West	21.6	20.1	21.7	-1.51
School urbanity				
City	27.5	25.9	27.6	-1.58
Suburban	27.2	25.4	27.3	-1.81
Town	14.1	12.0	14.3	-2.12
Rural	31.1	36.6	30.8	5.51
Race/ethnicity ³				
Hispanic	23.3	19.8	23.5	-3.45
Asian	3.0	2.3	3.1	-0.76
Black	14.0	10.5	14.3	-3.52
Other	59.7	67.4	59.2	7.72
Sex				
Male	57.7	78.5	56.4	20.80*
Female	42.3	21.5	43.6	-20.80*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-88. Comparison of item respondents and nonrespondents for S4OCC30EARN (S4 C55 Expected yearly salary at age 30) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.0	92.4	94.0	-0.67*
Private	7.0	7.6	6.0	0.67*
Census region				
Northeast	18.9	18.7	19.0	-0.12
Midwest	21.1	21.8	20.0	0.74*
South	38.3	38.1	38.6	-0.20
West	21.7	21.3	22.4	-0.42
School urbanity				
City	29.2	29.8	28.3	0.61
Suburban	27.8	27.9	27.6	0.12
Town	13.0	12.0	14.4	-0.94*
Rural	30.1	30.3	29.8	0.21
Race/ethnicity ³				
Hispanic	22.2	20.8	24.4	-1.46*
Asian	3.6	3.8	3.3	0.22
Black	13.3	13.0	13.8	-0.31
Other	60.9	62.4	58.6	1.54*
Sex				
Male	50.5	47.6	54.8	-2.87*
Female	49.5	52.4	45.2	2.87*

* $p < 0.05$

¹ Estimates were weighted using the student design weight.

² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.

³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-89. Comparison of item respondents and nonrespondents for S4OFFERSFIELD (S4 B11C Importance of program offered when choosing first college attended) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.4	93.2	94.4	-1.20
Private	5.6	6.8	5.6	1.20
Census region				
Northeast	19.4	35.3	19.0	15.89
Midwest	19.7	17.3	19.8	-2.37
South	39.0	33.0	39.1	-6.03
West	21.9	14.4	22.1	-7.48
School urbanity				
City	27.8	36.3	27.6	8.51
Suburban	27.3	26.1	27.3	-1.18
Town	14.4	11.8	14.4	-2.59
Rural	30.5	25.8	30.7	-4.74
Race/ethnicity ³				
Hispanic	23.7	13.8	24.0	-9.97*
Asian	3.2	3.7	3.2	0.57
Black	15.1	26.8	14.8	11.68
Other	58.0	55.7	58.0	-2.28
Sex				
Male	55.9	33.9	56.5	-21.99*
Female	44.1	66.1	43.5	21.99*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-90. Comparison of item respondents and nonrespondents for S4PARCHILDCR (S4 D28A Parents paid: expenses for children or provided childcare) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.2	98.6	94.4	3.47*
Private	4.8	1.4	5.6	-3.47*
Census region				
Northeast	17.8	13.8	18.7	-3.97
Midwest	19.8	20.1	19.7	0.30
South	41.2	48.2	39.6	6.96*
West	21.2	17.9	22.0	-3.29
School urbanity				
City	28.9	34.9	27.5	6.06*
Suburban	26.1	22.2	27.0	-3.92*
Town	14.7	15.1	14.6	0.42
Rural	30.3	27.7	30.9	-2.56
Race/ethnicity ³				
Hispanic	25.1	29.2	24.2	4.08
Asian	2.5	0.7	3.0	-1.86*
Black	16.0	21.0	14.9	4.95*
Other	56.3	49.1	57.9	-7.16*
Sex				
Male	51.1	27.9	56.4	-23.15*
Female	48.9	72.1	43.6	23.15*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-91. Comparison of item respondents and nonrespondents for S4PRVLOANAMT (S4 B45 Total amount of private loans for college education) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.2	90.3	94.0	-2.96*
Private	6.8	9.7	6.0	2.96*
Census region				
Northeast	21.2	27.5	19.7	6.31*
Midwest	20.7	24.6	19.7	3.94*
South	37.5	31.8	38.9	-5.71*
West	20.6	16.0	21.7	-4.53*
School urbanity				
City	26.6	22.9	27.5	-3.74*
Suburban	28.4	31.6	27.6	3.18*
Town	13.5	10.9	14.2	-2.63*
Rural	31.5	34.7	30.7	3.19
Race/ethnicity ³				
Hispanic	22.5	16.8	23.9	-5.67*
Asian	3.0	2.7	3.0	-0.31
Black	13.8	11.8	14.2	-1.93
Other	60.8	68.7	58.9	7.91*
Sex				
Male	53.3	39.9	56.6	-13.41*
Female	46.7	60.1	43.4	13.41*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-92. Comparison of item respondents and nonrespondents for S4PRVLOANEST (S4 B46 Estimate of total amount of private loans for college education) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.2	90.0	94.1	-3.25*
Private	6.8	10.0	5.9	3.25*
Census region				
Northeast	21.2	28.0	19.5	6.76*
Midwest	20.7	24.2	19.8	3.55*
South	37.5	32.0	39.0	-5.52*
West	20.6	15.8	21.8	-4.80*
School urbanity				
City	26.6	23.2	27.5	-3.44*
Suburban	28.4	31.9	27.5	3.52*
Town	13.5	10.7	14.2	-2.83*
Rural	31.5	34.3	30.8	2.75
Race/ethnicity ³				
Hispanic	22.5	16.9	23.9	-5.58*
Asian	3.0	2.6	3.1	-0.35
Black	13.8	11.5	14.3	-2.25
Other	60.8	69.0	58.7	8.18*
Sex				
Male	53.3	39.7	56.8	-13.57*
Female	46.7	60.3	43.2	13.57*

* $p < 0.05$

¹ Estimates were weighted using the student design weight.

² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.

³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-93. Comparison of item respondents and nonrespondents for S4RENTAMT (S4 D18 Amount of housing payment or contribution) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.9	93.8	94.1	-0.14
Private	6.1	6.2	5.9	0.14
Census region				
Northeast	16.5	14.5	19.0	-2.08*
Midwest	21.4	22.7	20.0	1.22*
South	39.7	39.8	39.6	0.11
West	22.3	23.1	21.5	0.75
School urbanity				
City	28.8	29.8	27.7	1.00
Suburban	26.9	26.4	27.4	-0.46
Town	13.4	12.6	14.3	-0.78
Rural	30.9	31.2	30.6	0.25
Race/ethnicity ³				
Hispanic	23.1	22.8	23.5	-0.33
Asian	2.9	2.7	3.1	-0.18
Black	13.6	12.8	14.5	-0.77
Other	60.4	61.6	58.9	1.28*
Sex				
Male	51.0	46.4	56.2	-4.55*
Female	49.0	53.6	43.8	4.55*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-94. Comparison of item respondents and nonrespondents for S4REPUTATION (S4 B11A Importance of academic quality when choosing first college attended) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.4	93.1	94.4	-1.26
Private	5.6	6.9	5.6	1.26
Census region				
Northeast	19.4	35.6	19.0	16.22
Midwest	19.7	16.6	19.8	-3.14
South	39.0	33.3	39.1	-5.73
West	21.9	14.5	22.1	-7.35
School urbanity				
City	27.8	35.7	27.6	7.92
Suburban	27.3	26.4	27.3	-0.94
Town	14.4	11.9	14.4	-2.48
Rural	30.5	26.0	30.7	-4.50
Race/ethnicity ³				
Hispanic	23.7	13.9	24.0	-9.85*
Asian	3.2	3.8	3.2	0.61
Black	15.1	26.1	14.9	11.00
Other	58.0	56.2	58.0	-1.77
Sex				
Male	55.9	34.3	56.4	-21.67*
Female	44.1	65.7	43.6	21.67*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-95. Comparison of item respondents and nonrespondents for S4SPOUSEED (S4 D08 Spouse's/partner's education level) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.1	97.5	94.3	2.43*
Private	4.9	2.5	5.7	-2.43*
Census region				
Northeast	17.7	13.5	19.0	-4.15*
Midwest	19.9	21.0	19.6	1.09
South	39.9	41.5	39.4	1.58
West	22.5	24.0	22.0	1.48
School urbanity				
City	27.2	27.2	27.3	-0.04
Suburban	25.8	21.8	27.1	-3.99*
Town	14.6	15.1	14.5	0.48
Rural	32.3	35.9	31.2	3.55*
Race/ethnicity ³				
Hispanic	25.6	30.3	24.2	4.67*
Asian	2.6	1.2	3.0	-1.42*
Black	12.6	7.7	14.2	-4.96*
Other	59.1	60.8	58.6	1.71
Sex				
Male	50.9	32.9	56.5	-18.05*
Female	49.1	67.1	43.5	18.05*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-96. Comparison of item respondents and nonrespondents for S4SPSCLG (S4 D06 Spouse/partner was attending college in February 2016) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.1	97.5	94.3	2.43*
Private	4.9	2.5	5.7	-2.43*
Census region				
Northeast	17.7	13.5	19.0	-4.15*
Midwest	19.9	21.0	19.6	1.08
South	39.9	41.6	39.4	1.65
West	22.5	23.9	22.0	1.41
School urbanity				
City	27.2	27.2	27.3	-0.04
Suburban	25.8	21.9	27.0	-3.94*
Town	14.6	15.1	14.5	0.47
Rural	32.3	35.8	31.2	3.50*
Race/ethnicity ³				
Hispanic	25.6	30.2	24.2	4.62*
Asian	2.6	1.2	3.0	-1.42*
Black	12.6	7.7	14.2	-4.98*
Other	59.1	60.9	58.6	1.78
Sex				
Male	50.9	32.9	56.5	-17.96*
Female	49.1	67.1	43.5	17.96*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-97. Comparison of item respondents and nonrespondents for S4SPSDEGPGM (S4 D07 Type of degree/certificate spouse/partner working on in Feb 2016) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.3	94.8	94.3	0.49
Private	5.7	5.2	5.7	-0.49
Census region				
Northeast	18.8	15.3	19.0	-3.46
Midwest	19.7	22.1	19.6	2.33
South	39.3	38.0	39.4	-1.29
West	22.2	24.6	22.0	2.42
School urbanity				
City	27.1	24.4	27.3	-2.76
Suburban	26.9	23.5	27.1	-3.39
Town	14.5	14.0	14.5	-0.45
Rural	31.6	38.2	31.2	6.60
Race/ethnicity ³				
Hispanic	24.3	25.9	24.2	1.60
Asian	3.0	2.0	3.0	-1.03
Black	13.8	5.8	14.2	-7.96*
Other	59.0	66.4	58.6	7.39*
Sex				
Male	56.4	54.4	56.5	-1.97
Female	43.6	45.6	43.5	1.97

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-98. Comparison of item respondents and nonrespondents for S4STEPPARM (S4 D13A Month first became stepparent) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.5	99.7	94.3	5.30*
Private	5.5	0.3	5.7	-5.30*
Census region				
Northeast	18.6	14.2	18.7	-4.35
Midwest	19.9	25.2	19.8	5.31
South	39.5	43.0	39.5	3.49
West	22.0	17.5	22.1	-4.45
School urbanity				
City	27.3	17.5	27.5	-9.82*
Suburban	26.8	12.2	27.1	-14.56*
Town	14.9	30.3	14.5	15.45*
Rural	31.1	40.0	30.9	8.93
Race/ethnicity ³				
Hispanic	23.9	14.9	24.1	-9.02*
Asian	2.9	0.3	3.0	-2.64*
Black	14.8	7.6	14.9	-7.11*
Other	58.4	77.2	58.0	18.77*
Sex				
Male	56.0	36.9	56.4	-19.05*
Female	44.0	63.1	43.6	19.05*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-99. Comparison of item respondents and nonrespondents for S4STEPPARY (S4 D13B Year first became stepparent) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.5	99.7	94.3	5.30*
Private	5.5	0.3	5.7	-5.30*
Census region				
Northeast	18.6	14.2	18.7	-4.35
Midwest	19.9	25.2	19.8	5.31
South	39.5	43.0	39.5	3.49
West	22.0	17.5	22.1	-4.45
School urbanity				
City	27.3	17.5	27.5	-9.82*
Suburban	26.8	12.2	27.1	-14.56*
Town	14.9	30.3	14.5	15.45*
Rural	31.1	40.0	30.9	8.93
Race/ethnicity ³				
Hispanic	23.9	14.9	24.1	-9.02*
Asian	2.9	0.3	3.0	-2.64*
Black	14.8	7.6	14.9	-7.11*
Other	58.4	77.2	58.0	18.77*
Sex				
Male	56.0	36.9	56.4	-19.05*
Female	44.0	63.1	43.6	19.05*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-100. Comparison of item respondents and nonrespondents for S4TRANSFERACAD (S4 B18A Changed colleges: academic reasons) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.3	88.8	94.1	-4.47*
Private	6.7	11.2	5.9	4.47*
Census region				
Northeast	19.4	20.2	19.2	0.81
Midwest	20.1	21.9	19.8	1.78
South	38.4	35.5	38.9	-2.91
West	22.1	22.4	22.0	0.32
School urbanity				
City	27.7	28.2	27.6	0.45
Suburban	27.3	28.1	27.1	0.87
Town	13.9	12.3	14.2	-1.61
Rural	31.1	31.4	31.1	0.28
Race/ethnicity ³				
Hispanic	22.2	14.4	23.5	-7.77*
Asian	3.1	3.6	3.0	0.54
Black	13.8	9.7	14.5	-4.02
Other	61.0	72.2	59.0	11.25*
Sex				
Male	55.0	43.5	57.0	-11.54*
Female	45.0	56.5	43.0	11.54*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-101. Comparison of item respondents and nonrespondents for S4TRANSFERFAM (S4 B18B Changed colleges: personal or family reasons) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.3	88.8	94.1	-4.47*
Private	6.7	11.2	5.9	4.47*
Census region				
Northeast	19.4	20.2	19.2	0.81
Midwest	20.1	21.9	19.8	1.78
South	38.4	35.5	38.9	-2.91
West	22.1	22.4	22.0	0.32
School urbanity				
City	27.7	28.2	27.6	0.45
Suburban	27.3	28.1	27.1	0.87
Town	13.9	12.3	14.2	-1.61
Rural	31.1	31.4	31.1	0.28
Race/ethnicity ³				
Hispanic	22.2	14.4	23.5	-7.77*
Asian	3.1	3.6	3.0	0.54
Black	13.8	9.7	14.5	-4.02
Other	61.0	72.2	59.0	11.25*
Sex				
Male	55.0	43.5	57.0	-11.54*
Female	45.0	56.5	43.0	11.54*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-102. Comparison of item respondents and nonrespondents for S4TRANSFERFIN (S4 B18C Changed colleges: financial reasons) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.3	88.8	94.1	-4.47*
Private	6.7	11.2	5.9	4.47*
Census region				
Northeast	19.4	20.2	19.2	0.81
Midwest	20.1	21.9	19.8	1.78
South	38.4	35.5	38.9	-2.91
West	22.1	22.4	22.0	0.32
School urbanity				
City	27.7	28.2	27.6	0.45
Suburban	27.3	28.1	27.1	0.87
Town	13.9	12.3	14.2	-1.61
Rural	31.1	31.4	31.1	0.28
Race/ethnicity ³				
Hispanic	22.2	14.4	23.5	-7.77*
Asian	3.1	3.6	3.0	0.54
Black	13.8	9.7	14.5	-4.02
Other	61.0	72.2	59.0	11.25*
Sex				
Male	55.0	43.5	57.0	-11.54*
Female	45.0	56.5	43.0	11.54*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-103. Comparison of item respondents and nonrespondents for S4TRANSFERNONE (S4 B18E Changed colleges: reason not listed) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.3	88.8	94.1	-4.47*
Private	6.7	11.2	5.9	4.47*
Census region				
Northeast	19.4	20.2	19.2	0.81
Midwest	20.1	21.9	19.8	1.78
South	38.4	35.5	38.9	-2.91
West	22.1	22.4	22.0	0.32
School urbanity				
City	27.7	28.2	27.6	0.45
Suburban	27.3	28.1	27.1	0.87
Town	13.9	12.3	14.2	-1.61
Rural	31.1	31.4	31.1	0.28
Race/ethnicity ³				
Hispanic	22.2	14.4	23.5	-7.77*
Asian	3.1	3.6	3.0	0.54
Black	13.8	9.7	14.5	-4.02
Other	61.0	72.2	59.0	11.25*
Sex				
Male	55.0	43.5	57.0	-11.54*
Female	45.0	56.5	43.0	11.54*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-104. Comparison of item respondents and nonrespondents for S4TRANSFERWRK (S4 B18D Changed colleges: work, military, career reasons) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.3	88.8	94.1	-4.47*
Private	6.7	11.2	5.9	4.47*
Census region				
Northeast	19.4	20.2	19.2	0.81
Midwest	20.1	21.9	19.8	1.78
South	38.4	35.5	38.9	-2.91
West	22.1	22.4	22.0	0.32
School urbanity				
City	27.7	28.2	27.6	0.45
Suburban	27.3	28.1	27.1	0.87
Town	13.9	12.3	14.2	-1.61
Rural	31.1	31.4	31.1	0.28
Race/ethnicity ³				
Hispanic	22.2	14.4	23.5	-7.77*
Asian	3.1	3.6	3.0	0.54
Black	13.8	9.7	14.5	-4.02
Other	61.0	72.2	59.0	11.25*
Sex				
Male	55.0	43.5	57.0	-11.54*
Female	45.0	56.5	43.0	11.54*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-105. Comparison of item respondents and nonrespondents for S4UNEMP16FB (S4 C47 Actively looking for work in February 2016) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	92.6	91.3	93.3	-1.24*
Private	7.4	8.7	6.7	1.24*
Census region				
Northeast	20.0	20.8	19.4	0.84
Midwest	19.2	18.5	19.6	-0.67
South	38.5	37.8	39.0	-0.75
West	22.3	22.9	21.9	0.59
School urbanity				
City	30.5	33.1	28.8	2.65*
Suburban	27.9	29.2	27.1	1.27
Town	12.8	10.9	14.0	-1.93*
Rural	28.8	26.8	30.0	-1.99*
Race/ethnicity ³				
Hispanic	23.0	21.8	23.8	-1.23
Asian	4.3	5.6	3.5	1.32*
Black	14.2	13.8	14.5	-0.47
Other	58.5	58.9	58.3	0.37
Sex				
Male	53.7	48.2	57.1	-5.46*
Female	46.3	51.8	42.9	5.46*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-106. Comparison of item respondents and nonrespondents for S4USBORN (S4 D33 Born in the United States) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.6	95.1	94.3	0.52
Private	5.4	4.9	5.7	-0.52
Census region				
Northeast	19.4	20.3	19.0	0.90
Midwest	19.6	20.0	19.5	0.39
South	38.9	38.6	39.1	-0.35
West	22.1	21.1	22.4	-0.93
School urbanity				
City	28.7	31.1	27.7	2.39
Suburban	28.3	30.3	27.4	2.04
Town	13.0	10.2	14.2	-2.81*
Rural	30.0	28.3	30.6	-1.62
Race/ethnicity ³				
Hispanic	24.3	23.9	24.4	-0.38
Asian	3.8	5.2	3.2	1.44*
Black	14.5	15.1	14.2	0.68
Other	57.4	55.7	58.2	-1.73
Sex				
Male	53.5	43.9	57.5	-9.58*
Female	46.5	56.1	42.5	9.58*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-107. Comparison of item respondents and nonrespondents for S4WANTXHRS2 (S4 C43 Wanted to work more hours: February 2016/last job) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.8	97.1	94.6	1.34*
Private	4.2	2.9	5.4	-1.34*
Census region				
Northeast	17.1	15.3	18.6	-1.76*
Midwest	20.7	22.0	19.6	1.25*
South	40.4	41.4	39.6	0.92
West	21.7	21.3	22.1	-0.40
School urbanity				
City	27.9	28.9	27.0	1.02
Suburban	26.1	24.9	27.2	-1.19*
Town	14.4	14.1	14.6	-0.29
Rural	31.6	32.0	31.2	0.46
Race/ethnicity ³				
Hispanic	24.3	24.6	24.1	0.25
Asian	2.4	1.8	3.0	-0.63*
Black	14.5	14.5	14.5	0.01
Other	58.7	59.1	58.4	0.37
Sex				
Male	54.4	51.3	57.1	-3.11*
Female	45.6	48.7	42.9	3.11*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-108. Comparison of item respondents and nonrespondents for S4WHENAPPLY (S4 B02 When applied to college) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.6	95.1	94.4	0.55
Private	5.4	4.9	5.6	-0.55
Census region				
Northeast	19.2	19.8	19.0	0.64
Midwest	19.3	17.5	19.8	-1.79
South	39.6	40.8	39.3	1.21
West	21.9	21.8	21.9	-0.07
School urbanity				
City	28.2	30.8	27.5	2.62
Suburban	28.0	30.6	27.3	2.60
Town	13.9	12.0	14.5	-1.93*
Rural	29.9	26.6	30.7	-3.30*
Race/ethnicity ³				
Hispanic	24.2	25.3	23.9	1.12
Asian	3.0	2.9	3.1	-0.16
Black	15.2	16.8	14.8	1.52
Other	57.6	55.1	58.2	-2.48
Sex				
Male	54.2	45.4	56.6	-8.81*
Female	45.8	54.6	43.4	8.81*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-109. Comparison of item respondents and nonrespondents for S4WRK1213 (S4 C04A Worked for pay while attending college: 2012-2013 school year) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.0	91.5	94.3	-2.52*
Private	6.0	8.5	5.7	2.52*
Census region				
Northeast	18.7	11.5	19.5	-7.29*
Midwest	19.4	18.6	19.5	-0.82
South	39.9	49.4	39.0	9.48*
West	21.9	20.5	22.1	-1.38
School urbanity				
City	28.4	31.7	28.1	3.27
Suburban	27.3	28.6	27.1	1.31
Town	14.2	14.1	14.2	-0.01
Rural	30.2	25.6	30.6	-4.56
Race/ethnicity ³				
Hispanic	23.7	21.2	23.9	-2.47
Asian	3.2	4.8	3.0	1.62
Black	14.8	17.7	14.5	2.88
Other	58.3	56.2	58.5	-2.04
Sex				
Male	55.6	41.4	57.1	-14.14*
Female	44.4	58.6	42.9	14.14*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-110. Comparison of item respondents and nonrespondents for S4WRKHRS1213 (S4 C05A Hours per week worked while attending college: 2012-2013 school year) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	94.3	94.6	94.3	0.34
Private	5.7	5.4	5.7	-0.34
Census region				
Northeast	19.0	10.8	19.5	-8.30*
Midwest	19.6	21.0	19.5	1.43
South	39.3	46.2	39.0	6.82
West	22.1	22.1	22.0	0.04
School urbanity				
City	28.1	29.5	28.1	1.41
Suburban	27.3	29.5	27.1	2.21
Town	14.3	17.3	14.2	2.94
Rural	30.3	23.7	30.6	-6.56
Race/ethnicity ³				
Hispanic	24.0	25.3	23.9	1.25
Asian	3.0	2.1	3.0	-0.92
Black	14.6	15.8	14.5	1.19
Other	58.4	56.9	58.5	-1.52
Sex				
Male	56.0	37.0	57.1	-19.02*
Female	44.0	63.0	42.9	19.02*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-111. Comparison of item respondents and nonrespondents for S4WRKPGMPAID (S4 C02 Last work experience program paid or unpaid) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	91.8	86.7	94.0	-5.09*
Private	8.2	13.3	6.0	5.09*
Census region				
Northeast	20.5	23.7	19.1	3.23*
Midwest	21.2	24.3	19.8	3.13*
South	37.0	31.1	39.6	-5.88*
West	21.3	20.9	21.6	-0.48
School urbanity				
City	28.3	30.0	27.6	1.69
Suburban	28.2	30.0	27.4	1.80
Town	13.2	10.6	14.3	-2.54*
Rural	30.3	29.3	30.7	-0.95
Race/ethnicity ³				
Hispanic	21.6	17.2	23.5	-4.36*
Asian	3.9	6.0	3.0	2.03*
Black	13.0	10.0	14.3	-2.99*
Other	61.4	66.8	59.1	5.32*
Sex				
Male	52.6	43.7	56.5	-8.96*
Female	47.4	56.3	43.5	8.96*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-112. Comparison of item respondents and nonrespondents for X4ATNDAPPINST (X4 Institution ended up attending as result of first applications) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	91.7	89.4	94.5	-2.32*
Private	8.3	10.6	5.5	2.32*
Census region				
Northeast	19.9	20.4	19.3	0.52
Midwest	21.0	21.9	19.9	0.92
South	37.2	36.6	37.9	-0.61
West	21.9	21.1	22.9	-0.83
School urbanity				
City	29.2	29.4	29.0	0.18
Suburban	28.6	29.8	27.2	1.18*
Town	12.6	11.6	13.8	-1.00*
Rural	29.6	29.2	30.0	-0.36
Race/ethnicity ³				
Hispanic	21.7	19.0	24.8	-2.68*
Asian	4.1	4.7	3.2	0.68*
Black	12.4	10.3	15.0	-2.13*
Other	61.8	66.0	57.0	4.13*
Sex				
Male	49.4	45.2	54.3	-4.19*
Female	50.6	54.8	45.7	4.19*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-113. Comparison of item respondents and nonrespondents for X4CHOICEACCID (X4 First choice among colleges accepted to) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	92.4	90.9	94.2	-1.52*
Private	7.6	9.1	5.8	1.52*
Census region				
Northeast	19.2	19.2	19.3	-0.08
Midwest	21.0	22.0	19.9	0.99*
South	38.0	37.2	38.8	-0.73
West	21.8	21.6	22.0	-0.18
School urbanity				
City	29.4	29.5	29.2	0.12
Suburban	28.1	28.9	27.3	0.73
Town	12.8	11.9	13.9	-0.95*
Rural	29.7	29.8	29.5	0.11
Race/ethnicity ³				
Hispanic	22.0	19.6	25.0	-2.48*
Asian	3.9	4.0	3.6	0.18
Black	13.4	11.4	15.8	-2.03*
Other	60.7	65.0	55.6	4.32*
Sex				
Male	49.5	45.6	54.2	-3.97*
Female	50.5	54.4	45.8	3.97*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-114. Comparison of item respondents and nonrespondents for X4CHOICEAPPID (X4 First choice among colleges applied to) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	92.4	90.9	94.4	-1.49*
Private	7.6	9.1	5.6	1.49*
Census region				
Northeast	19.2	19.3	19.1	0.10
Midwest	21.0	22.1	19.7	1.05*
South	38.0	37.3	38.8	-0.67
West	21.8	21.3	22.4	-0.48
School urbanity				
City	29.4	29.8	28.8	0.44
Suburban	28.1	29.1	26.9	0.98*
Town	12.8	11.6	14.4	-1.20*
Rural	29.7	29.4	29.9	-0.22
Race/ethnicity ³				
Hispanic	22.0	19.5	25.3	-2.52*
Asian	3.9	4.1	3.5	0.23
Black	13.4	12.0	15.2	-1.40*
Other	60.7	64.4	55.9	3.68*
Sex				
Male	49.5	45.8	54.3	-3.69*
Female	50.5	54.2	45.7	3.69*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-115. Comparison of item respondents and nonrespondents for X4IMMIGEN (X4 Immigrant generation) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.1	91.9	94.7	-1.19*
Private	6.9	8.1	5.3	1.19*
Census region				
Northeast	18.8	18.7	19.1	-0.17
Midwest	21.1	22.2	19.6	1.10*
South	38.4	37.7	39.3	-0.69
West	21.7	21.4	22.0	-0.24
School urbanity				
City	29.2	29.8	28.4	0.57
Suburban	27.8	27.8	27.8	-0.02
Town	13.0	12.8	13.2	-0.20
Rural	30.0	29.7	30.5	-0.36
Race/ethnicity ³				
Hispanic	22.2	21.0	23.8	-1.19*
Asian	3.6	3.9	3.3	0.26
Black	13.4	12.4	14.8	-1.04*
Other	60.7	62.7	58.1	1.97*
Sex				
Male	50.4	48.3	53.3	-2.15*
Female	49.6	51.7	46.7	2.15*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-116. Comparison of item respondents and nonrespondents for X4PARDATE (X4 Date first became parent) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	95.2	98.5	94.4	3.34*
Private	4.8	1.5	5.6	-3.34*
Census region				
Northeast	17.8	14.1	18.6	-3.66
Midwest	19.8	19.9	19.8	0.11
South	41.2	48.0	39.6	6.79*
West	21.3	18.0	22.0	-3.24
School urbanity				
City	28.9	34.6	27.5	5.76*
Suburban	26.1	22.2	27.1	-3.91*
Town	14.7	15.3	14.5	0.64
Rural	30.3	27.8	30.9	-2.48
Race/ethnicity ³				
Hispanic	25.2	29.4	24.2	4.20
Asian	2.5	0.7	3.0	-1.83*
Black	16.0	20.5	14.9	4.51
Other	56.3	49.4	57.9	-6.88*
Sex				
Male	50.9	28.2	56.3	-22.67*
Female	49.1	71.8	43.7	22.67*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-117. Comparison of item respondents and nonrespondents for X4TXACTCOMP (X4 College entrance exam composite score in terms of ACT) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.1	90.5	97.1	-2.60*
Private	6.9	9.5	2.9	2.60*
Census region				
Northeast	18.8	19.6	17.7	0.74
Midwest	21.1	23.9	16.6	2.85*
South	38.4	39.8	36.2	1.42*
West	21.7	16.7	29.5	-5.02*
School urbanity				
City	29.2	28.6	30.1	-0.59
Suburban	27.8	28.2	27.3	0.34
Town	13.0	12.6	13.5	-0.33
Rural	30.0	30.6	29.1	0.58
Race/ethnicity ³				
Hispanic	22.2	16.8	30.7	-5.38*
Asian	3.6	4.5	2.2	0.87*
Black	13.4	13.3	13.6	-0.14
Other	60.7	65.4	53.5	4.65*
Sex				
Male	50.4	46.2	57.0	-4.22*
Female	49.6	53.8	43.0	4.22*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-118. Comparison of item respondents and nonrespondents for X4TXSATCOMP (X4 College entrance exam composite score in terms of SAT) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.1	90.5	97.1	-2.60*
Private	6.9	9.5	2.9	2.60*
Census region				
Northeast	18.8	19.6	17.7	0.74
Midwest	21.1	23.9	16.6	2.85*
South	38.4	39.8	36.2	1.42*
West	21.7	16.7	29.5	-5.02*
School urbanity				
City	29.2	28.6	30.1	-0.59
Suburban	27.8	28.2	27.3	0.34
Town	13.0	12.6	13.5	-0.33
Rural	30.0	30.6	29.1	0.58
Race/ethnicity ³				
Hispanic	22.2	16.8	30.7	-5.38*
Asian	3.6	4.5	2.2	0.87*
Black	13.4	13.3	13.6	-0.14
Other	60.7	65.4	53.5	4.65*
Sex				
Male	50.4	46.2	57.0	-4.22*
Female	49.6	53.8	43.0	4.22*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-119. Comparison of item respondents and nonrespondents for X4TXSATMATH (X4 College entrance exam math score in terms of SAT) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.1	90.5	97.1	-2.60*
Private	6.9	9.5	2.9	2.60*
Census region				
Northeast	18.8	19.6	17.7	0.74
Midwest	21.1	23.9	16.6	2.86*
South	38.4	39.8	36.2	1.42*
West	21.7	16.7	29.5	-5.02*
School urbanity				
City	29.2	28.6	30.1	-0.59
Suburban	27.8	28.2	27.3	0.34
Town	13.0	12.6	13.5	-0.33
Rural	30.0	30.6	29.1	0.58
Race/ethnicity ³				
Hispanic	22.2	16.8	30.7	-5.38*
Asian	3.6	4.5	2.2	0.87*
Black	13.4	13.3	13.6	-0.14
Other	60.7	65.4	53.5	4.65*
Sex				
Male	50.4	46.2	57.0	-4.22*
Female	49.6	53.8	43.0	4.22*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Table G-120. Comparison of item respondents and nonrespondents for X4TXSATREAD (X4 College entrance exam critical reading score in terms of SAT) by select sample school characteristics, using Student Design weight

Characteristic	Percent estimated ¹			Estimated bias ²
	Total	Respondent	Nonrespondent	
School type				
Public	93.1	90.5	97.1	-2.60*
Private	6.9	9.5	2.9	2.60*
Census region				
Northeast	18.8	19.6	17.7	0.74
Midwest	21.1	23.9	16.6	2.85*
South	38.4	39.8	36.2	1.42*
West	21.7	16.7	29.5	-5.02*
School urbanity				
City	29.2	28.6	30.1	-0.59
Suburban	27.8	28.2	27.3	0.34
Town	13.0	12.6	13.5	-0.33
Rural	30.0	30.6	29.1	0.58
Race/ethnicity ³				
Hispanic	22.2	16.8	30.7	-5.38*
Asian	3.6	4.5	2.2	0.87*
Black	13.4	13.3	13.6	-0.14
Other	60.7	65.4	53.5	4.65*
Sex				
Male	50.4	46.2	57.0	-4.22*
Female	49.6	53.8	43.0	4.22*

* $p < 0.05$ ¹ Estimates were weighted using the student design weight.² Bias in the sample mean is estimated as the difference between the mean of respondent cases and the mean of all sample cases, using the base weight.³ Race categories exclude persons of Hispanic ethnicity.

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

Appendix H: Second Follow-up and Supplemental 2013 Update Detailed Weighting Specifications with Equations

This page intentionally left blank

The creation of weights (section 6.3) for the analyses of the High School Longitudinal Study of 2009 (HSLs:09) second follow-up data and construction of two supplemental 2013 Update weights are detailed below. The nonresponse and calibration adjustments used to develop each weight are defined in this appendix.

To simplify the exposition of the discussion of weight adjustments, the following should be noted:

- 1) Response status refers to the status of the sampled student unless otherwise specified.
- 2) Deceased sample members were excluded from derivation of all nonresponse adjustments but were included in the derivation of every calibration adjustment.
- 3) The weights are defined at the student-level and generalize to the HSLs:09 student population or a subset of the student population.
- 4) Within the section for each weight, the numbers next to the w indicate the stage of weight adjustment. For example, w_{3bij} in the section H.1 is the weight resulting from the third weight adjustment used to construct W4STUDENT.

The nonresponse and calibration weight adjustments are defined in equation form for every second follow-up weight: W4STUDENT, W4W1STU, W4W1W2W3STU, W4W1STUP1, and W4W1STUP1P2; and both supplemental 2013 Update weights: W3W1MATHCH and W3W1SCITCH.

H.1 Student Second Follow-up Weight (W4STUDENT)

Base Weight

The student base weight developed for the HSLs:09 base year also served as the second follow-up base weight. Specifically, the HSLs:09 student base weight was calculated as

$$w_{1bij} = w_{hi} d_{j|hi}, \quad (\text{H-1})$$

where w_{hi} is the base-year school weight¹ 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 student base weight.

¹ In the base-year data file documentation the base-year school weight is referenced as w_{3hi} .

Adjustments for Nonresponse for W4STUDENT

There were two nonresponse adjustments applied to the student base weight in the construction of W4STUDENT; the first to account for sample members who did not participate in any HSLS:09 study round (quadruple nonrespondents) and the second to account for the remaining second follow-up nonrespondents.

Quadruple nonrespondents. The student weight adjusted for the first of the two nonresponse conditions was defined as

$$w_{2bij} = \begin{cases} w_{1bij} a_{1bij}, & \text{for students who responded or were questionnaire incapable} \\ & \text{in at least one of the base-year, first follow-up,} \\ & \text{2013 update, or second follow-up} \\ 0, & \text{for students who did not respond or were not questionnaire} \\ & \text{incapable in any one of the base-year, first follow-up,} \\ & \text{2013 update, or second follow-up} \end{cases} \quad (\text{H-2})$$

where a_{1bij} is the first nonresponse weight adjustment that accounts for nonresponse to the HSLS:09 base year, first follow-up, 2013 Update, and second follow-up, and w_{1bij} is the base weight as described in equation (H-1). The minimum, median, and maximum values for a_{1bij} are 1.00, 1.05, and 1.54, respectively.

Other nonrespondents. A second model was constructed to inflate w_{2bij} to account for remaining second follow-up nonrespondents, resulting in the nonresponse-adjusted student weight:

$$w_{3bij} = \begin{cases} w_{2bij} a_{2bij}, & \text{for second follow-up responding students} \\ 0, & \text{for students who did not respond in the second follow-up} \end{cases} \quad (\text{H-3})$$

where a_{2bij} is the second student nonresponse weight adjustment, and w_{2bij} is the second follow-up base weight adjusted for quadruple nonresponse, described in equation (H-2). The minimum, median, and maximum values for a_{2bij} are 1.03, 1.27, and 4.47, respectively.

Weight Calibration for W4STUDENT

A final weight adjustment was applied to the weight in equation (H-3) to maintain consistency with the student population totals used in the construction of weights in the HSLS:09 base year. The second follow-up student weight (W4STUDENT) was constructed as

$$w_{4bij} = \begin{cases} w_{3bij} a_{3bij}, & \text{for second follow-up responding students} \\ w_{1bij} a_{3bij}, & \text{for deceased students} \\ 0, & \text{for students who did not respond in the second follow-up} \end{cases} \quad (\text{H-4})$$

where a_{3bij} is the calibration adjustment determined, w_{3bij} is the weight adjusted for student nonresponse in the second follow-up as described in equation (H-3), and w_{1bij} is the base weight as described in equation (H-1). The deceased students were included in the calibration, with the base weight as the input weight, and subsequently their weights were set to zero. The weight input into the model for the responding students, w_{3bi} , was trimmed prior to the calibration adjustment to account for weights with an extremely high value. The minimum, median, and maximum values for a_{3bij} are 0.62, 1.20, and 4.17, respectively.

H.2 Base-Year to Second Follow-up Student Weight (W4W1STU)

Adjustment for Nonresponse for W4W1STU

There were three nonresponse adjustments used to produce W4W1STU with the first two nonresponse adjustment the same as those used to construct W4STUDENT. The third nonresponse adjustment was constructed as

$$w_{4bij} = \begin{cases} w_{3bij} a_{3bij}, & \text{for students who responded to the base-year and second follow-up,} \\ & \text{or for questionnaire incapable base-year students who responded} \\ & \text{in the second follow-up} \\ 0, & \text{for students who did not respond in either the base-year} \\ & \text{or second follow-up} \end{cases} \quad (\text{H-5})$$

where a_{3bij} is the nonresponse adjustment, and w_{3bij} is the second follow-up student weight adjusted for quadruple nonresponse and nonresponse to the second follow-up, described in section H.1 and equation (H-3). The minimum, median, and maximum values for a_{3bij} are 1.00, 1.03, and 2.56, respectively.

Weight Calibration for W4W1STU

A calibration adjustment factor was applied to the nonresponse-adjusted weight given in equation (H-5) to produce W4W1STU. The base-year to second follow-up student weight (W4W1STU) was constructed as

$$w_{5hij} = \begin{cases} w_{4hij} a_{4hij}, & \text{for students who responded to the base-year and second follow-up,} \\ & \text{or for questionnaire incapable base-year students who responded} \\ & \text{in the second follow-up} \\ w_{1hij} a_{4hij}, & \text{for deceased students} \\ 0, & \text{for students who did not respond in either the base-year} \\ & \text{or second follow-up} \end{cases} \quad (\text{H-6})$$

where a_{4hij} is the calibration factor, w_{4hij} is weight referenced in equation (H-5), and w_{1hij} is the base weight as described in equation (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_{4hij} , was trimmed prior to the calibration adjustment, to account for extreme weights. The minimum, median, and maximum values for a_{4hij} are 0.63, 1.20, and 4.05, respectively.

H.3 Base-Year to First Follow-up to 2013 Update to Second Follow-up Student Weight (W4W1W2W3STU)

Adjustments for Nonresponse for W4W1W2W3STU

There were five nonresponse adjustments used in the construction of W4W1W2W3STU with the first three nonresponse adjustments the same as those used to produce the interim weight listed in equation (H-5) and the remaining two nonresponse adjustments are described below.

First follow-up nonresponse. The student weight adjusted for nonresponse in the base year and/or second follow-up as described in equation (H-5) from section H.2 was further adjusted for two additional nonresponse conditions to form the base-year to first follow-up to 2013 Update to second follow-up student weight. The first of the two additional nonresponse adjustments was constructed as

$$w_{5hij} = \begin{cases} w_{4hij} a_{4hij}, & \text{for students who responded to the base-year, first follow-up,} \\ & \text{and second follow-up,} \\ & \text{or for questionnaire incapable base-year students who responded} \\ & \text{in the first follow-up and second follow-up,} \\ & \text{or for students who responded in the base-year, were} \\ & \text{questionnaire incapable in the first follow-up, and responded} \\ & \text{in the second follow-up,} \\ & \text{or for students who were questionnaire incapable in the} \\ & \text{base-year and first follow-up, and responded in the} \\ & \text{second follow-up} \\ 0, & \text{for students who did not respond in at least one of the} \\ & \text{base-year, first follow-up, or second follow-up} \end{cases} \quad (\text{H-7})$$

where a_{4hij} is the nonresponse adjustment, and w_{4hij} is the second follow-up student weight adjusted for quadruple nonresponse, nonresponse in the second follow-up, and nonresponse in the base year described in equation (H-5) from section H.2. The minimum, median, and maximum values for a_{4hij} are 1.00, 1.11, and 1.48, respectively.

2013 Update nonresponse. The second of the two additional nonresponse adjustments was constructed as

$$w_{6hij} = \begin{cases} w_{5hij} a_{5hij}, & \text{for students who responded to the base-year, first follow-up,} \\ & \text{2013 update, and second follow-up,} \\ & \text{or for questionnaire incapable base-year students who responded} \\ & \text{in the first follow-up, 2013 update, and second follow-up,} \\ & \text{or for students who responded in the base-year, were} \\ & \text{questionnaire incapable in the first follow-up, and responded} \\ & \text{in the 2013 update and second follow-up,} \\ & \text{or for students who were questionnaire incapable in the base-year} \\ & \text{and first follow-up, and responded in the 2013 update and} \\ & \text{second follow-up} \\ 0, & \text{for students who did not respond in at least one of the} \\ & \text{base-year, first follow-up, 2013 update, or second follow-up} \end{cases} \quad (\text{H-8})$$

where a_{5hij} is the nonresponse adjustment, and w_{5hij} is the second follow-up student weight adjusted for quadruple nonresponse, nonresponse in the second

follow-up, nonresponse in the base year, and nonresponse in the first follow-up described in equation (H-7). The minimum, median, and maximum values for a_{5hij} are 1.00, 1.10, and 2.89, respectively.

Weight Calibration for W4W1W2W3STU

A calibration factor was applied to the nonresponse-adjusted weight given in equation (H-8) to produce W4W1W2W3STU. The base-year to first follow-up to 2013 Update to second follow-up student weight (W4W1W2W3STU) was constructed as

$$w_{7hij} = \begin{cases} w_{6hij} a_{6hij}, & \text{for students who responded to the base-year, first follow-up,} \\ & \text{2013 update, and second follow-up,} \\ & \text{or for questionnaire incapable base-year students who responded} \\ & \text{in the first follow-up, 2013 update, and second follow-up,} \\ & \text{or for students who responded in the base-year, were} \\ & \text{questionnaire incapable in the first follow-up, and responded} \\ & \text{in the 2013 update and second follow-up,} \\ & \text{or for students who were questionnaire incapable in the base-year} \\ & \text{and first follow-up, and responded in the 2013 update and} \\ & \text{second follow-up} \\ w_{1hij} a_{6hij}, & \text{for deceased students} \\ 0, & \text{for students who did not respond in at least one of the} \\ & \text{base-year, first follow-up, 2013 update, or second follow-up} \end{cases} \quad (\text{H-9})$$

where a_{6hij} is the calibration adjustment, w_{6hij} is the student base weight, weight adjusted for quadruple nonresponse, nonresponse in the second follow-up, nonresponse in the base year, nonresponse in the first follow-up, and nonresponse in the 2013 Update as described in equation (H-8), and w_{1hij} is the base weight as described in equation (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_{6hi} , was trimmed prior to the calibration adjustment, to account for extreme weights. The minimum, median, and maximum values for a_{6hij} are 0.58, 1.20, and 4.72, respectively.

H.4 Base-Year to Second Follow-up with Base-Year Parent Student Weight (W4W1STUP1)

There were four nonresponse adjustments used in the construction of W4W1STUP1 with the first three nonresponse adjustments the same as those used to produce the interim weight listed in equation (H-5) and the remaining nonresponse adjustments is described below.

Adjustment for Nonresponse for W4W1STUP1

The student weight adjusted for student nonresponse in the base year and/or second follow-up, and/or parent nonresponse in the base year was constructed as

$$w'_{5hij} = \begin{cases} w_{4hij} a_{4hij}, & \text{for students who responded to the base-year and second} \\ & \text{follow-up with a parent who responded in the base-year,} \\ & \text{or for questionnaire incapable base-year students who responded} \\ & \text{in the second follow-up with a parent who responded in the} \\ & \text{base-year} \\ 0, & \text{for students who did not respond in either the base-year or} \\ & \text{second follow-up or with a parent who did not respond in the} \\ & \text{base-year} \end{cases} \quad (\text{H-10})$$

where a_{4hij} is the nonresponse adjustment, and w_{4hij} is the second follow-up student weight adjusted for quadruple nonresponse, nonresponse in the second follow-up, and nonresponse in the base year described in section H.1 and equation (H-5). The minimum, median, and maximum values for a_{4hij} are 1.01, 1.32, and 4.66, respectively.

Weight Calibration for W4W1STUP1

A calibration factor was applied to the nonresponse-adjusted weight given in equation (H-10) to produce W4W1STUP1. The base-year to second follow-up with base-year parent student weight (W4W1STUP1) was constructed as

$$w_{6hij} = \begin{cases} w_{5hij} a_{5hij}, & \text{for students who responded to the base-year and second follow-up} \\ & \text{with a parent who responded in the base-year,} \\ & \text{or for questionnaire incapable base-year students who responded} \\ & \text{in the second follow-up with a parent who responded in the} \\ & \text{base-year} \\ w_{1hij} a_{5hij}, & \text{for deceased students} \\ 0, & \text{for students who did not respond in either the base-year or} \\ & \text{second follow-up or with a parent who did not respond in the} \\ & \text{base-year} \end{cases} \quad (\text{H-11})$$

where a_{5hij} is the calibration adjustment, w_{5hij} is the student weight adjusted for student quadruple nonresponse, student nonresponse in the second follow-up, student nonresponse in the base year, and parent nonresponse in the base year as described in equation (H-10), and w_{1hij} is the base weight as described in equation (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_{5hi} , was trimmed prior to the calibration adjustment, to account for extreme weights. The minimum, median, and maximum values for a_{5hij} are 0.62, 1.21, and 3.77, respectively.

H.5 Base-Year to Second Follow-up with Base-Year and First Follow-up Parent Student Weight (W4W1STUP1P2)

Base Weight Adjusted for First Follow-up Parent Subsample

The base weight for W4W1STUP1 was constructed to reflect the subsampling of students for whom parent interviews were pursued in the first follow-up:

$$w_{2hij} = \begin{cases} w_{1hij} a_{1hij}, & \text{for students randomly selected for the first follow-up} \\ & \text{parent subsample} \\ 0, & \text{for students not selected for the subsample,} \\ & \text{or study-ineligible students identified prior to} \\ & \text{subsampling} \end{cases} \quad (\text{H-12})$$

where a_{1hij} is the inverse of the subsampling rate described in section 3.3.4 of the base year to first follow-up data file documentation (Ingels et al. 2013), and w_{1hij} is the student base weight defined in equation (H-1) from section H.1. For more information on the parent subsample in the first follow-up please see the base year to first follow-up data file documentation. The minimum, median, and maximum values for a_{1hij} are 1.00, 1.17, and 5.00, respectively.

Adjustments for Nonresponse for W4W1STUP1P2

There were three nonresponse adjustments used in the construction of W4W1STUP1P2.

Base-year student nonrespondents. The student weight adjusted for the first of the three nonresponse conditions was defined as

$$w_{3hij} = \begin{cases} w_{2hij} a_{2hij}, & \text{for students who responded to the base-year,} \\ & \text{or for questionnaire incapable base-year students} \\ 0, & \text{for students who did not respond in the base-year} \end{cases} \quad (\text{H-13})$$

where a_{2hij} is the first nonresponse adjustment that accounts for student nonresponse in the base year, and w_{2hij} is the base weight adjusted for parent subsampling in the first follow-up as described in equation (H-12). The minimum, median, and maximum values for a_{2hij} are 1.01, 1.11, and 2.88, respectively.

Second follow-up student nonrespondents. The second of three nonresponse adjustments constructed was defined as

$$w_{4hij} = \begin{cases} w_{3hij} a_{3hij}, & \text{for students who responded to the base-year and second follow-up,} \\ & \text{or for questionnaire incapable base-year students who responded} \\ & \text{in the second follow-up} \\ 0, & \text{for students who did not respond in either the base-year} \\ & \text{or second follow-up} \end{cases} \quad (\text{H-14})$$

where a_{3hij} is the second nonresponse weight adjustment that accounts for student nonresponse in the second-follow-up, and w_{3hij} is the student weight adjusted for the first follow-up parent subsample, and for student nonresponse in the base year, described in equation (H-13). The minimum, median, and maximum values for a_{3hij} are 1.03, 1.32, and 2.68 respectively.

Parent nonrespondents. The third and final nonresponse adjustment accounted for parent nonresponse in the base year and first follow-up and the resulting weight was constructed as

$$w_{5hij} = \begin{cases} w_{4hij} a_{4hij}, & \text{for students who responded to the base-year and} \\ & \text{second follow-up with a parent response in the} \\ & \text{base-year and first-follow-up,} \\ & \text{or for questionnaire incapable base-year students} \\ & \text{who responded in the second follow-up with a} \\ & \text{parent response in the base-year} \\ & \text{and first-follow-up,} \\ 0, & \text{for students who did not respond in either the} \\ & \text{base-year or second follow-up or with a parent} \\ & \text{who did not respond in the base-year} \\ & \text{or first follow-up} \end{cases} \quad (\text{H-15})$$

where a_{4hij} is the third nonresponse weight adjustment that accounts for parent nonresponse in the base year and/or first follow-up, and w_{4hij} is the student weight adjusted for the first follow-up parent subsample, student nonresponse in the base year, and student nonresponse in the second follow-up, described in equation (H-14). The minimum, median, and maximum values for a_{4hij} are 1.04, 1.33, and 4.93, respectively.

Weight Calibration for W4W1STUP1P2

A calibration factor was applied to the nonresponse-adjusted weight given in equation (H-15) to produce W4W1STUP1P2. The base-year to second follow-up with base-year and first follow-up parent student weight (W4W1STUP1P2) was constructed as

$$w_{6hij} = \begin{cases} w_{5hij} a_{5hij}, & \text{for students who responded to the base-year and} \\ & \text{second follow-up with a parent response in the} \\ & \text{base-year and first-follow-up,} \\ & \text{or for questionnaire incapable base-year students} \\ & \text{who responded in the second follow-up with a} \\ & \text{parent response in the base-year and first-follow-up,} \\ w_{2hij} a_{5hij}, & \text{for deceased students} \\ 0, & \text{for students who did not respond in either the base-year} \\ & \text{or second follow-up or with a parent who did not} \\ & \text{respond in the base-year or first follow-up} \end{cases} \quad (\text{H-16})$$

where a_{5hij} is the calibration adjustment determined through the exponential model, w_{5hij} is the student weight adjusted for the first follow-up parent subsample, student nonresponse in the base year, student nonresponse in the second follow-up, and parent nonresponse in the base year and/or first follow-up as described in equation (H-15), and w_{2hij} is the base weight adjusted for parent subsampling in the first follow-up as described in equation (H-12). The deceased students were included in the calibration, with the base weight adjusted for parent subsampling as the input weight, and subsequently their weights were changed to zero. The weight input into the model for the responding students, w_{5hi} , was trimmed prior to the calibration adjustment, to account for extreme weights. The minimum, median, and maximum values for a_{5hij} are 0.61, 1.29, and 3.78, respectively.

H.6 Supplemental 2013 Update Math Teacher Weight (W3W1MATHTCH)

The 2013 Update math teacher weight was derived by applying a single calibration adjustment to the base-year to 2013 Update weight, W3W1STU, whose construction is described in the 2013 Update and High School Transcript study data file documentation (Ingels et al. 2015.) The nonresponse and calibration adjustments used to develop W3W1STU are described below and their description is followed by

a discussion of the single calibration adjustment which, applied to W3W1STU, produced the supplemental 2013 Update math teacher weight (W3W1MATHTCH.)

Adjustments for Nonresponse for W3W1STU

There were two nonresponse adjustments used to develop W3W1STU; one for triple student nonrespondents and one for the remaining set of student nonrespondents.

Triple student nonrespondents. The student weight adjusted for the first of the two nonresponse conditions was defined as

$$w_{2hij} = \begin{cases} w_{1hij} a_{1hij}, & \text{for students who responded or were questionnaire incapable} \\ & \text{in at least one of the base-year, first follow-up,} \\ & \text{or 2013 update} \\ 0, & \text{for students who did not respond or were not questionnaire} \\ & \text{incapable in any one of the base-year, first follow-up,} \\ & \text{or 2013 update} \end{cases} \quad (\text{H-17})$$

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 equation (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 student nonrespondents. The second and final nonresponse adjustment constructed was defined as

$$w_{3hij} = \begin{cases} w_{2hij} a_{2hij}, & \text{for students who responded to the base-year and 2013 update,} \\ & \text{or for questionnaire incapable base-year students who responded} \\ & \text{in the 2013 update} \\ 0, & \text{for students who did not respond in either the base-year} \\ & \text{or 2013 update} \end{cases} \quad (\text{H-18})$$

where a_{2hij} is the nonresponse adjustment, and w_{2hij} is the 2013 Update student weight adjusted for triple nonresponse, described and equation (H-17). The minimum, median, and maximum values for a_{2hij} are 1.06, 1.32, and 6.61, respectively.

Weight Calibration Adjustment for W3W1STU

A calibration factor was applied to the nonresponse-adjusted weight given in equation (H-18) to produce the final base-year to 2013 Update student weight (W3W1STU) which also functions as the weight input into the final calibration for the construction of W3W1MATHTCH. The base-year to 2013 Update student weight (W3W1STU) was constructed as

$$w_{4hij} = \begin{cases} w_{3hij} a_{3hij}, & \text{for students who responded to the base-year and 2013 update,} \\ & \text{or for questionnaire incapable base-year students who responded} \\ & \text{in the 2013 update} \\ w_{1hij} a_{3hij}, & \text{for students who responded in the base-year and were} \\ & \text{questionnaire incapable in the 2013 update,} \\ & \text{or for students who were questionnaire incapable in the base-year} \\ & \text{and 2013 update,} \\ & \text{or for deceased students} \\ 0, & \text{for students who did not respond in either the base-year} \\ & \text{or 2013 update} \end{cases} \quad (\text{H-19})$$

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 equation (H-18), and w_{1hij} is the base weight as described in equation (H-1) from section H.1. The deceased students as of the 2013 Update 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.

Weight Calibration Adjustment for W3W1MATHCH

A calibration adjustment was applied to w_{4hij} as described in equation (H-19) to ensure consistency with weight sums produced using W3W1STU. The values of W3W1MATHCH were constructed as

$$w_{5hij} = \begin{cases} w_{4hij} a_{4hij}, & \text{for students who responded to the base-year and 2013 update} \\ & \text{with a math teacher who responded in the base-year,} \\ & \text{or for questionnaire incapable base-year students who} \\ & \text{responded in the 2013 update with a math teacher who} \\ & \text{responded in the base-year,} \\ & \text{or for students who responded to the base-year and} \\ & \text{2013 update, and were not enrolled in a math course in} \\ & \text{the base-year,} \\ & \text{or for questionnaire incapable base-year students who} \\ & \text{responded in the 2013 update, and were not enrolled} \\ & \text{in a math course in the base-year,} \\ 0, & \text{for students who did not respond in either the base-year} \\ & \text{or 2013 update,} \\ & \text{or for students who were questionnaire incapable in the} \\ & \text{2013 update,} \\ & \text{or for students who were enrolled in a math course in} \\ & \text{the base-year with a math teacher who did} \\ & \text{not respond in the base-year} \end{cases} \quad (\text{H-20})$$

where a_{4hij} is the calibration adjustment determined through the exponential model, w_{4hij} is the student weight adjusted for triple student nonresponse, and student nonresponse in the base year and/or 2013 Update, and calibrated to student control totals as described in equation (H-19), and w_{1hij} is the base weight as described in equation (H-1) from section H.1. Students who responded or were questionnaire incapable in the base year and responded in the 2013 Update but were not enrolled in a math course in the base year were included in the calibration, with the base weight as the input weight, but 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 0.81, 1.26, and 2.76, respectively.

H.7 Supplemental 2013 Update Science Teacher Weight (W3W1SCITCH)

The 2013 Update science teacher weight was derived by applying a single calibration adjustment to the base-year to 2013 Update weight, W3W1STU, whose construction is described in the 2013 Update and High School Transcript study data file documentation (Ingels et al. 2015.) The nonresponse and calibration adjustments used to develop W3W1STU are described in section H.6 while a discussion of the single calibration adjustment which, applied to W3W1STU, produced the supplemental 2013 Update science teacher weight (W3W1SCITCH) is presented below.

Weight Calibration Adjustment for W3W1SCITCH

A calibration adjustment was applied to w_{4hij} as described in equation (H-19) to ensure consistency with weight sums produced using W3W1STU. The values of W3W1SCITCH were constructed as

$$w_{5hij} = \begin{cases} w_{4hij} a_{4hij}, & \text{for students who responded to the base-year and 2013 update} \\ & \text{with a math teacher who responded in the base-year,} \\ & \text{or for questionnaire incapable base-year students who} \\ & \text{responded in the 2013 update with a math teacher who} \\ & \text{responded in the base-year,} \\ & \text{or for students who responded to the base-year and} \\ & \text{2013 update, and were not enrolled in a math course in} \\ & \text{the base-year,} \\ & \text{or for questionnaire incapable base-year students who} \\ & \text{responded in the 2013 update, and were not enrolled} \\ & \text{in a math course in the base-year,} \\ 0, & \text{for students who did not respond in either the base-year} \\ & \text{or 2013 update,} \\ & \text{or for students who were questionnaire incapable in the} \\ & \text{2013 update,} \\ & \text{or for students who were enrolled in a math course in} \\ & \text{the base-year with a math teacher who did} \\ & \text{not respond in the base-year} \end{cases} \quad (\text{H-21})$$

where a_{4hij} is the calibration adjustment determined through the exponential model, w_{4hij} is the student weight adjusted for triple student nonresponse, and student nonresponse in the base year and/or 2013 Update, and calibrated to student control totals as described in equation (H-19) from section H.6, and w_{1hij} is the base weight as described in equation (H-1) from section H.1. The students who responded or were questionnaire incapable in the base year and responded in the 2013 Update but were not enrolled in a science course in the base year were included in the calibration, with the base weight as the input weight, but 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 0.79, 1.30, and 3.07, respectively.

Appendix I: Standard Errors and Design Effects

This page intentionally left blank

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,

$$deff = \frac{\hat{V}_d(\hat{\theta})}{\hat{V}_s(\hat{\theta})},$$

for an estimated HSLS:09 characteristic $\hat{\theta}$. The numerator value, $\hat{V}_d(\hat{\theta})$, is the estimated variance that properly accounts for the complex sample design and the variability associated with the analytic weights. The denominator value, $\hat{V}_s(\hat{\theta})$, is the estimated variance from a simple random sample (srs) design of the same size.

In addition to *deff*, the root design effect or *deft* may also be calculated. Like *deff*, this statistic also provides a measure of relative efficiency of a sample design but in terms of the standard errors:

$$deft = \sqrt{\frac{\hat{V}_d(\hat{\theta})}{\hat{V}_s(\hat{\theta})}},$$

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

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	17,210	88.0	0.47	0.25	3.63	1.90
Has children	S4CHILDREN	17,045	12.2	0.65	0.25	6.81	2.61
Enrolled full-time in college	S4CLGFTPT	12,947	80.3	0.66	0.35	3.59	1.89
Attended multiple colleges	S4CLGATNDNUM>1	12,923	27.8	0.75	0.39	3.59	1.90
Currently lives with parent	S4LIVEPARENT	15,376	47.0	0.88	0.40	4.79	2.19
Currently lives with roommate from college	S4LIVECLGFRND	11,795	29.1	0.83	0.42	3.92	1.98
Expects to attend college	S4EDUEXP	17,277	71.4	0.75	0.34	4.80	2.19
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	11,738	47.8	0.80	0.46	3.01	1.74
Ever served in the military	S4EVRMILITARY	15,624	3.4	0.26	0.15	3.12	1.77
Ever had learning disability	S4LEARNDISBL	15,376	6.1	0.43	0.19	5.03	2.24
Took computer science or tech course since high school	S4CSICOURSE	11,882	72.6	2.58	1.49	2.99	1.73
Took math course since high school	S4MTHCOURSE	11,907	80.9	0.64	0.36	3.17	1.78
Took natural science course since high school	S4SCICOURSE	11,889	70.3	0.93	0.42	4.92	2.22
Took out private loan for college education	S4PRVLOAN	12,873	15.3	0.48	0.32	2.24	1.50
Sees self as science person	S4SPERSON1	15,724	54.9	0.72	0.40	3.31	1.82
Sees self as math person	S4MPERSON1	15,719	53.2	0.71	0.40	3.22	1.79
Ever applied to college	X4EVRAPPCLG	16,835	84.7	0.62	0.28	5.07	2.25
Considering a major in a STEM field	X4ENTMJST	12,134	23.8	0.67	0.39	2.99	1.73
Took courses for college credit in high school	X4HSCLGCRED	17,335	1.7	0.01	0.00	7.81	2.79
Received high school credential in 2013	X4HSCOMPDATE	16,573	90.1	0.44	0.23	3.61	1.90
Marital status: married	S4MARITALSTAT	17,033	4.7	0.41	0.16	6.34	2.52
Ever attended college	S4EVRATNDCLG	17,323	70.5	0.81	0.35	5.47	2.34
Registered to vote	S4REGVOTE	15,376	56.2	0.73	0.40	3.34	1.83
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	14,963	31.9	0.71	0.38	3.51	1.87
Current job or last job worked offered health insurance	S4BENHLTH2	5,978	45.8	1.14	0.64	3.14	1.77
Ever dropped out of high school	S4DROPOUTHS	15,505	7.4	0.46	0.21	4.77	2.18
Parents got divorced or separated since high school	S4PARDIVORCE	15,350	10.9	0.46	0.25	3.33	1.82

See notes at end of table.

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	4,266	43.2	1.22	0.76	2.57	1.60
Took remedial courses since high school	S4REMEDIAL	11,901	23.5	0.97	0.39	6.22	2.49
Lived on campus in college	S4ONCAMPUS	11,822	22.0	0.60	0.38	2.51	1.58
Currently working for pay in February 2016	S4WORKING16FB	17,025	68.2	0.69	0.36	3.75	1.94
Job wants at age 30: Management	X4STU30OCC2 (composite)	17,335	7.4	0.39	0.20	3.89	1.97
Job wants at age 30: Military	X4STU30OCC2 (composite)	17,335	1.0	0.17	0.08	4.92	2.22
Job wants at age 30: Production	X4STU30OCC2 (composite)	17,335	1.6	0.18	0.09	3.46	1.86
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	17,335	1.8	0.16	0.10	2.58	1.61
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	17,335	13.8	0.65	0.26	6.13	2.48
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	17,335	34.1	0.62	0.36	3.01	1.73
Summary statistics							
Mean						4.07	1.99
Minimum						2.24	1.50
Median						3.59	1.90
Maximum						7.81	2.79
Standard deviation						1.33	0.32

¹ Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLs:09 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	14,008	87.8	0.51	0.28	3.39	1.84
Has children	S4CHILDREN	13,863	13.0	0.70	0.29	5.97	2.44
Enrolled full-time in college	S4CLGFTPT	9,958	79.0	0.72	0.41	3.13	1.77
Attended multiple colleges	S4CLGATNDNUM>1	9,926	27.5	0.80	0.45	3.15	1.77
Currently lives with parent	S4LIVEPARENT	12,456	47.9	0.92	0.45	4.22	2.05
Currently lives with roommate from college	S4LIVECLGFRND	9,066	26.7	0.87	0.46	3.52	1.88
Expects to attend college	S4EDUEXP	14,060	70.1	0.81	0.39	4.44	2.11
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	9,737	49.4	0.85	0.51	2.81	1.68
Ever served in the military	S4EVRMILITARY	12,676	3.6	0.28	0.16	2.83	1.68
Ever had learning disability	S4LEARNDISBL	12,461	6.2	0.46	0.22	4.59	2.14
Took computer science or tech course since high school	S4CSICOURSE	9,123	74.1	2.83	1.74	2.63	1.62
Took math course since high school	S4MTHCOURSE	9,144	80.3	0.71	0.42	2.94	1.71
Took natural science course since high school	S4SCICOURSE	9,132	69.2	1.03	0.48	4.55	2.13
Took out private loan for college education	S4PRVLOAN	9,903	15.2	0.52	0.36	2.05	1.43
Sees self as science person	S4SPERSON1	12,752	55.0	0.77	0.44	3.04	1.74
Sees self as math person	S4MPERSON1	12,748	53.3	0.74	0.44	2.84	1.69
Ever applied to college	X4EVRAPPCLG	13,627	83.7	0.67	0.32	4.52	2.13
Considering a major in a STEM field	X4ENTMJST	9,323	23.7	0.71	0.44	2.63	1.62
Took courses for college credit in high school	X4HSCLGCRED	14,103	1.7	0.01	0.00	6.98	2.64
Received high school credential in 2013	X4HSCOMPDATE	13,358	89.5	0.47	0.26	3.18	1.78
Marital status: married	S4MARITALSTAT	13,853	4.9	0.42	0.18	5.36	2.32
Ever attended college	S4EVRATNDCLG	14,093	68.8	0.87	0.39	4.95	2.23
Registered to vote	S4REGVOTE	12,464	55.5	0.79	0.45	3.15	1.78
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	12,121	30.4	0.76	0.42	3.28	1.81
Current job or last job worked offered health insurance	S4BENHLTH2	5,428	46.0	1.18	0.68	3.05	1.75
Ever dropped out of high school	S4DROPOUTHS	12,376	7.9	0.50	0.24	4.23	2.06
Parents got divorced or separated since high school	S4PARDIVORCE	12,443	11.2	0.49	0.28	3.04	1.74

See notes at end of table.

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

Survey item ¹	Variable	<i>n</i>	<i>Estimate</i>	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	4,044	43.4	1.23	0.78	2.51	1.58
Took remedial courses since high school	S4REMEDIAL	9,140	24.2	1.06	0.45	5.61	2.37
Lived on campus in college	S4ONCAMPUS	9,081	20.9	0.61	0.43	2.07	1.44
Currently working for pay in February 2016	S4WORKING16FB	13,864	68.8	0.74	0.39	3.54	1.88
Job wants at age 30: Management	X4STU30OCC2 (composite)	14,103	7.4	0.43	0.22	3.73	1.93
Job wants at age 30: Military	X4STU30OCC2 (composite)	14,103	1.0	0.18	0.09	4.46	2.11
Job wants at age 30: Production	X4STU30OCC2 (composite)	14,103	1.6	0.19	0.11	3.13	1.77
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	14,103	1.7	0.17	0.11	2.25	1.50
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	14,103	13.7	0.69	0.29	5.67	2.38
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	14,103	34.3	0.67	0.40	2.84	1.69
Summary statistics							
Mean						3.68	1.90
Minimum						2.05	1.43
Median						3.18	1.78
Maximum						6.98	2.64
Standard deviation						1.17	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 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	3,202	90.4	0.89	0.52	2.89	1.70
Has children	S4CHILDREN	3,182	2.5	0.68	0.28	6.01	2.45
Enrolled full-time in college	S4CLGFTPT	2,989	91.9	0.88	0.50	3.15	1.77
Attended multiple colleges	S4CLGATNDNUM>1	2,997	30.9	2.08	0.84	6.05	2.46
Currently lives with parent	S4LIVEPARENT	2,920	35.5	2.40	0.89	7.37	2.71
Currently lives with roommate from college	S4LIVECLGFRND	2,729	52.2	2.86	0.96	8.97	3.00
Expects to attend college	S4EDUEXP	3,217	89.3	1.27	0.54	5.47	2.34
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	2,001	23.9	1.85	0.95	3.78	1.94
Ever served in the military	S4EVRMILITARY	2,948	1.8	0.48	0.25	3.70	1.92
Ever had learning disability	S4LEARNDISBL	2,915	4.8	0.60	0.40	2.33	1.53
Took computer science or tech course since high school	S4CSICOURSE	2,759	58.4	4.41	2.32	3.60	1.90
Took math course since high school	S4MTHCOURSE	2,763	86.5	1.17	0.65	3.23	1.80
Took natural science course since high school	S4SCICOURSE	2,757	81.0	1.38	0.75	3.38	1.84
Took out private loan for college education	S4PRVLOAN	2,970	16.4	1.06	0.68	2.46	1.57
Sees self as science person	S4SPERSON1	2,972	54.0	1.56	0.91	2.92	1.71
Sees self as math person	S4MPERSON1	2,971	51.5	1.83	0.92	4.00	2.00
Ever applied to college	X4EVRAPPCLG	3,208	97.6	0.62	0.27	5.20	2.28
Considering a major in a STEM field	X4ENTMJST	2,811	24.8	1.26	0.81	2.40	1.55
Took courses for college credit in high school	X4HSCLGCRED	3,232	1.7	0.03	0.01	10.65	3.26
Received high school credential in 2013	X4HSCOMPDATE	3,215	96.8	0.67	0.31	4.63	2.15
Marital status: married	S4MARITALSTAT	3,180	2.1	0.86	0.26	11.38	3.37
Ever attended college	S4EVRATNDCLG	3,230	93.3	1.03	0.44	5.47	2.34
Registered to vote	S4REGVOTE	2,912	65.9	1.64	0.88	3.51	1.87
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	2,842	50.0	1.75	0.94	3.49	1.87
Current job or last job worked offered health insurance	S4BENHLTH2	550	39.2	4.53	2.08	4.73	2.17
Ever dropped out of high school	S4DROPOUTHS	3,129	1.7	0.35	0.23	2.30	1.52
Parents got divorced or separated since high school	S4PARDIVORCE	2,907	8.0	0.68	0.50	1.82	1.35

See notes at end of table.

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	222	33.5	4.90	3.18	2.38	1.54
Took remedial courses since high school	S4REMEDIAL	2,761	16.6	1.56	0.71	4.87	2.21
Lived on campus in college	S4ONCAMPUS	2,741	32.4	1.93	0.89	4.67	2.16
Currently working for pay in February 2016	S4WORKING16FB	3,161	61.4	1.68	0.87	3.76	1.94
Job wants at age 30: Management	X4STU30OCC2 (composite)	3,232	7.2	0.68	0.46	2.23	1.49
Job wants at age 30: Military	X4STU30OCC2 (composite)	3,232	0.6	0.21	0.13	2.64	1.63
Job wants at age 30: Production	X4STU30OCC2 (composite)	3,232	0.7	0.20	0.14	2.08	1.44
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	3,232	2.0	0.47	0.25	3.57	1.89
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	3,232	15.1	0.86	0.63	1.89	1.37
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	3,232	31.5	1.52	0.82	3.45	1.86
Summary statistics							
Mean						4.23	2.00
Minimum						1.82	1.35
Median						3.57	1.89
Maximum						11.38	3.37
Standard deviation						2.27	0.49

¹ Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLs:09 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	2,704	88.3	1.55	0.62	6.35	2.52
Has children	S4CHILDREN	2,677	8.6	1.79	0.54	10.93	3.31
Enrolled full-time in college	S4CLGFTPT	2,179	85.7	1.16	0.75	2.39	1.55
Attended multiple colleges	S4CLGATNDNUM>1	2,179	24.3	2.04	0.92	4.92	2.22
Currently lives with parent	S4LIVEPARENT	2,398	55.2	1.96	1.02	3.74	1.93
Currently lives with roommate from college	S4LIVECLGFRND	1,971	30.2	2.26	1.03	4.75	2.18
Expects to attend college	S4EDUEXP	2,710	72.9	1.50	0.85	3.07	1.75
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	1,791	39.3	2.05	1.15	3.14	1.77
Ever served in the military	S4EVRMILITARY	2,442	3.4	0.99	0.36	7.42	2.72
Ever had learning disability	S4LEARNDISBL	2,403	7.6	1.72	0.54	10.04	3.17
Took computer science or tech course since high school	S4CSICOURSE	1,985	78.0	7.67	3.69	4.32	2.08
Took math course since high school	S4MTHCOURSE	1,993	83.4	1.33	0.83	2.53	1.59
Took natural science course since high school	S4SCICOURSE	1,987	72.5	1.91	1.00	3.63	1.90
Took out private loan for college education	S4PRVLOAN	2,167	21.2	1.70	0.88	3.76	1.94
Sees self as science person	S4SPERSON1	2,455	50.9	1.93	1.01	3.66	1.91
Sees self as math person	S4MPERSON1	2,454	55.0	2.60	1.00	6.70	2.59
Ever applied to college	X4EVRAPPCLG	2,655	87.0	1.95	0.65	8.96	2.99
Considering a major in a STEM field	X4ENTMJST	2,074	23.0	1.44	0.92	2.42	1.56
Took courses for college credit in high school	X4HSCLGCRED	2,724	1.7	0.02	0.01	7.76	2.79
Received high school credential in 2013	X4HSCOMPDATE	2,640	92.7	0.98	0.50	3.73	1.93
Marital status: married	S4MARITALSTAT	2,674	3.4	1.75	0.35	24.84	4.98
Ever attended college	S4EVRATNDCLG	2,722	76.4	2.26	0.81	7.71	2.78
Registered to vote	S4REGVOTE	2,400	50.5	2.09	1.02	4.19	2.05
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	2,344	34.9	1.54	0.98	2.44	1.56
Current job or last job worked offered health insurance	S4BENHLTH2	787	41.6	3.50	1.76	3.96	1.99
Ever dropped out of high school	S4DROPOUTHS	2,518	6.1	1.14	0.48	5.75	2.40
Parents got divorced or separated since high school	S4PARDIVORCE	2,392	10.0	0.93	0.61	2.30	1.52

See notes at end of table.

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	521	38.8	3.17	2.14	2.21	1.49
Took remedial courses since high school	S4REMEDIAL	1,992	22.4	2.63	0.93	7.93	2.82
Lived on campus in college	S4ONCAMPUS	1,984	32.8	1.61	1.05	2.34	1.53
Currently working for pay in February 2016	S4WORKING16FB	2,677	64.6	2.47	0.92	7.15	2.67
Job wants at age 30: Management	X4STU30OCC2 (composite)	2,724	6.3	1.11	0.47	5.69	2.39
Job wants at age 30: Military	X4STU30OCC2 (composite)	2,724	1.6	0.81	0.24	11.69	3.42
Job wants at age 30: Production	X4STU30OCC2 (composite)	2,724	1.7	0.63	0.25	6.55	2.56
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	2,724	2.2	0.50	0.28	3.13	1.77
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	2,724	13.5	2.14	0.66	10.68	3.27
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	2,724	34.7	1.71	0.91	3.51	1.87
Summary statistics							
Mean						5.85	2.31
Minimum						2.21	1.49
Median						4.32	2.08
Maximum						24.84	4.98
Standard deviation						4.20	0.72

¹ Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLs:09 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	4,667	91.2	0.83	0.42	4.03	2.01
Has children	S4CHILDREN	4,627	12.0	0.97	0.48	4.13	2.03
Enrolled full-time in college	S4CLGFTPT	3,554	84.9	0.98	0.60	2.65	1.63
Attended multiple colleges	S4CLGATNDNUM>1	3,553	28.0	1.29	0.75	2.93	1.71
Currently lives with parent	S4LIVEPARENT	4,192	39.9	1.39	0.76	3.40	1.84
Currently lives with roommate from college	S4LIVECLGFRND	3,252	35.7	1.67	0.84	3.96	1.99
Expects to attend college	S4EDUEXP	4,682	70.2	1.27	0.67	3.59	1.89
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	3,331	45.6	1.40	0.86	2.62	1.62
Ever served in the military	S4EVRMILITARY	4,251	3.9	0.46	0.30	2.44	1.56
Ever had learning disability	S4LEARNDISBL	4,179	6.0	0.56	0.37	2.36	1.54
Took computer science or tech course since high school	S4CSICOURSE	3,279	71.7	5.21	2.80	3.47	1.86
Took math course since high school	S4MTHCOURSE	3,282	80.6	1.07	0.69	2.39	1.55
Took natural science course since high school	S4SCICOURSE	3,280	72.9	1.16	0.78	2.22	1.49
Took out private loan for college education	S4PRVLOAN	3,541	17.8	0.80	0.64	1.57	1.25
Sees self as science person	S4SPERSON1	4,279	55.3	1.21	0.76	2.53	1.59
Sees self as math person	S4MPERSON1	4,276	53.6	1.01	0.76	1.75	1.32
Ever applied to college	X4EVRAPPCLG	4,572	84.8	0.95	0.53	3.18	1.78
Considering a major in a STEM field	X4ENTMJST	3,346	23.3	1.08	0.73	2.18	1.48
Took courses for college credit in high school	X4HSCLGCRED	4,694	1.6	0.02	0.01	5.43	2.33
Received high school credential in 2013	X4HSCOMPDATE	4,491	91.5	0.82	0.42	3.86	1.96
Marital status: married	S4MARITALSTAT	4,623	3.6	0.45	0.27	2.64	1.63
Ever attended college	S4EVRATNDCLG	4,690	70.7	1.22	0.66	3.36	1.83
Registered to vote	S4REGVOTE	4,183	58.8	1.18	0.76	2.39	1.55
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	4,074	33.3	1.18	0.74	2.54	1.59
Current job or last job worked offered health insurance	S4BENHLTH2	1,639	48.8	2.05	1.24	2.77	1.66
Ever dropped out of high school	S4DROPOUTHS	4,234	6.2	0.70	0.37	3.58	1.89
Parents got divorced or separated since high school	S4PARDIVORCE	4,184	10.0	0.67	0.46	2.05	1.43

See notes at end of table.

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	1,110	45.9	2.28	1.50	2.33	1.53
Took remedial courses since high school	S4REMEDIAL	3,277	20.5	1.18	0.71	2.81	1.68
Lived on campus in college	S4ONCAMPUS	3,257	24.7	1.17	0.76	2.41	1.55
Currently working for pay in February 2016	S4WORKING16FB	4,634	72.1	1.16	0.66	3.09	1.76
Job wants at age 30: Management	X4STU30OCC2 (composite)	4,694	7.3	0.57	0.38	2.29	1.51
Job wants at age 30: Military	X4STU30OCC2 (composite)	4,694	0.7	0.15	0.12	1.43	1.20
Job wants at age 30: Production	X4STU30OCC2 (composite)	4,694	1.9	0.30	0.20	2.31	1.52
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	4,694	2.2	0.30	0.22	1.97	1.40
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	4,694	13.2	0.74	0.49	2.22	1.49
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	4,694	31.4	1.09	0.68	2.60	1.61
Summary statistics							
Mean						2.80	1.66
Minimum						1.43	1.20
Median						2.60	1.61
Maximum						5.43	2.33
Standard deviation						0.81	0.24

¹ Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLs:09 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	6,912	87.5	0.74	0.40	3.43	1.85
Has children	S4CHILDREN	6,853	15.5	1.10	0.44	6.29	2.51
Enrolled full-time in college	S4CLGFTPT	5,082	79.9	1.00	0.56	3.16	1.78
Attended multiple colleges	S4CLGATNDNUM>1	5,071	29.0	0.97	0.64	2.31	1.52
Currently lives with parent	S4LIVEPARENT	6,162	45.3	1.42	0.63	5.00	2.24
Currently lives with roommate from college	S4LIVECLGFRND	4,636	27.5	1.31	0.66	3.97	1.99
Expects to attend college	S4EDUEXP	6,943	69.7	1.04	0.55	3.53	1.88
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	4,670	52.6	1.39	0.73	3.64	1.91
Ever served in the military	S4EVRMILITARY	6,266	3.4	0.35	0.23	2.25	1.50
Ever had learning disability	S4LEARNDISBL	6,171	5.6	0.48	0.29	2.66	1.63
Took computer science or tech course since high school	S4CSICOURSE	4,663	74.4	3.65	2.35	2.41	1.55
Took math course since high school	S4MTHCOURSE	4,674	82.1	0.91	0.56	2.64	1.62
Took natural science course since high school	S4SCICOURSE	4,668	69.7	1.44	0.67	4.55	2.13
Took out private loan for college education	S4PRVLOAN	5,043	13.8	0.84	0.49	3.03	1.74
Sees self as science person	S4SPERSON1	6,305	56.8	1.11	0.62	3.14	1.77
Sees self as math person	S4MPERSON1	6,302	54.4	1.05	0.63	2.79	1.67
Ever applied to college	X4EVRAPPCLG	6,746	82.9	0.92	0.46	4.01	2.00
Considering a major in a STEM field	X4ENTMJST	4,782	23.4	1.10	0.61	3.23	1.80
Took courses for college credit in high school	X4HSCLGCRED	6,969	1.7	0.01	0.01	6.23	2.50
Received high school credential in 2013	X4HSCOMPDATE	6,670	88.3	0.63	0.39	2.60	1.61
Marital status: married	S4MARITALSTAT	6,847	6.1	0.43	0.29	2.18	1.48
Ever attended college	S4EVRATNDCLG	6,966	66.8	1.21	0.56	4.61	2.15
Registered to vote	S4REGVOTE	6,173	58.9	1.06	0.63	2.86	1.69
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	5,992	31.7	1.09	0.60	3.26	1.81
Current job or last job worked offered health insurance	S4BENHLTH2	2,452	45.8	1.83	1.01	3.30	1.82
Ever dropped out of high school	S4DROPOUTHS	6,175	8.4	0.84	0.35	5.67	2.38
Parents got divorced or separated since high school	S4PARDIVORCE	6,159	11.4	0.60	0.41	2.20	1.48

See notes at end of table.

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	1,836	41.3	1.68	1.15	2.13	1.46
Took remedial courses since high school	S4REMEDIAL	4,673	24.0	1.23	0.62	3.87	1.97
Lived on campus in college	S4ONCAMPUS	4,636	19.2	0.83	0.58	2.06	1.44
Currently working for pay in February 2016	S4WORKING16FB	6,822	68.5	0.96	0.56	2.91	1.70
Job wants at age 30: Management	X4STU30OCC2 (composite)	6,969	7.8	0.58	0.32	3.25	1.80
Job wants at age 30: Military	X4STU30OCC2 (composite)	6,969	0.9	0.13	0.11	1.43	1.20
Job wants at age 30: Production	X4STU30OCC2 (composite)	6,969	1.8	0.28	0.16	3.02	1.74
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	6,969	1.2	0.16	0.13	1.37	1.17
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	6,969	15.0	1.00	0.43	5.48	2.34
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	6,969	33.1	0.91	0.56	2.60	1.61
Summary statistics							
Mean						3.33	1.80
Minimum						1.37	1.17
Median						3.14	1.77
Maximum						6.29	2.51
Standard deviation						1.22	0.32

¹ Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLs:09 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	2,927	85.5	1.05	0.65	2.62	1.62
Has children	S4CHILDREN	2,888	9.7	1.27	0.55	5.33	2.31
Enrolled full-time in college	S4CLGFTPT	2,132	72.0	2.43	0.97	6.26	2.50
Attended multiple colleges	S4CLGATNDNUM>1	2,120	28.6	2.24	0.98	5.20	2.28
Currently lives with parent	S4LIVEPARENT	2,624	50.4	2.65	0.98	7.37	2.71
Currently lives with roommate from college	S4LIVECLGFRND	1,936	24.4	2.06	0.98	4.45	2.11
Expects to attend college	S4EDUEXP	2,942	74.3	1.98	0.81	6.06	2.46
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	1,946	48.2	2.13	1.13	3.53	1.88
Ever served in the military	S4EVRMILITARY	2,665	3.1	0.53	0.33	2.56	1.60
Ever had learning disability	S4LEARNDISBL	2,623	5.6	0.84	0.45	3.52	1.88
Took computer science or tech course since high school	S4CSICOURSE	1,955	66.4	5.37	3.79	2.01	1.42
Took math course since high school	S4MTHCOURSE	1,958	77.2	1.75	0.95	3.40	1.84
Took natural science course since high school	S4SCICOURSE	1,954	66.9	2.64	1.06	6.16	2.48
Took out private loan for college education	S4PRVLOAN	2,122	10.6	1.10	0.67	2.69	1.64
Sees self as science person	S4SPERSON1	2,685	54.4	1.56	0.96	2.62	1.62
Sees self as math person	S4MPERSON1	2,687	49.5	1.60	0.96	2.74	1.66
Ever applied to college	X4EVRAPPCLG	2,862	85.7	1.44	0.65	4.85	2.20
Considering a major in a STEM field	X4ENTMJST	1,932	25.4	1.82	0.99	3.39	1.84
Took courses for college credit in high school	X4HSCLGCRED	2,948	1.7	0.02	0.01	6.76	2.60
Received high school credential in 2013	X4HSCOMPDATE	2,772	89.6	1.22	0.58	4.41	2.10
Marital status: married	S4MARITALSTAT	2,889	4.5	0.78	0.39	4.13	2.03
Ever attended college	S4EVRATNDCLG	2,945	72.0	2.06	0.83	6.22	2.49
Registered to vote	S4REGVOTE	2,620	53.8	1.73	0.97	3.16	1.78
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	2,553	28.5	1.87	0.89	4.39	2.10
Current job or last job worked offered health insurance	S4BENHLTH2	1,100	45.7	2.49	1.50	2.75	1.66
Ever dropped out of high school	S4DROPOUTHS	2,578	8.2	0.97	0.54	3.25	1.80
Parents got divorced or separated since high school	S4PARDIVORCE	2,615	11.6	1.45	0.63	5.37	2.32

See notes at end of table.

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	799	47.1	3.41	1.77	3.73	1.93
Took remedial courses since high school	S4REMEDIAL	1,959	26.3	2.39	1.00	5.75	2.40
Lived on campus in college	S4ONCAMPUS	1,945	15.0	1.27	0.81	2.48	1.57
Currently working for pay in February 2016	S4WORKING16FB	2,892	67.0	1.26	0.87	2.09	1.45
Job wants at age 30: Management	X4STU30OCC2 (composite)	2,948	7.7	1.02	0.49	4.26	2.06
Job wants at age 30: Military	X4STU30OCC2 (composite)	2,948	1.1	0.37	0.19	3.76	1.94
Job wants at age 30: Production	X4STU30OCC2 (composite)	2,948	0.7	0.27	0.15	3.11	1.76
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	2,948	1.8	0.33	0.25	1.79	1.34
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	2,948	12.7	1.41	0.61	5.28	2.30
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	2,948	37.8	1.90	0.89	4.54	2.13
Summary statistics							
Mean						4.11	1.99
Minimum						1.79	1.34
Median						3.76	1.94
Maximum						7.37	2.71
Standard deviation						1.47	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 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	5,002	84.4	1.15	0.51	5.06	2.25
Has children	S4CHILDREN	4,957	13.1	1.48	0.48	9.53	3.09
Enrolled full-time in college	S4CLGFTPT	3,927	78.3	1.71	0.66	6.71	2.59
Attended multiple colleges	S4CLGATNDNUM>1	3,919	27.8	1.83	0.72	6.55	2.56
Currently lives with parent	S4LIVEPARENT	4,522	50.2	1.87	0.74	6.34	2.52
Currently lives with roommate from college	S4LIVECLGFRND	3,596	27.3	1.61	0.74	4.68	2.16
Expects to attend college	S4EDUEXP	5,016	72.6	1.53	0.63	5.93	2.43
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	3,289	45.7	1.69	0.87	3.76	1.94
Ever served in the military	S4EVRMILITARY	4,587	2.9	0.58	0.25	5.40	2.32
Ever had learning disability	S4LEARNDISBL	4,511	5.7	0.99	0.34	8.22	2.87
Took computer science or tech course since high school	S4CSICOURSE	3,618	77.9	5.92	2.95	4.03	2.01
Took math course since high school	S4MTHCOURSE	3,624	79.7	1.22	0.67	3.36	1.83
Took natural science course since high school	S4SCICOURSE	3,623	69.7	2.03	0.76	7.05	2.66
Took out private loan for college education	S4PRVLOAN	3,898	12.3	1.00	0.53	3.59	1.90
Sees self as science person	S4SPERSON1	4,619	54.4	1.69	0.73	5.34	2.31
Sees self as math person	S4MPERSON1	4,616	56.4	1.68	0.73	5.32	2.31
Ever applied to college	X4EVRAPPCLG	4,922	85.5	1.28	0.50	6.47	2.54
Considering a major in a STEM field	X4ENTMJST	3,665	24.9	1.42	0.71	3.97	1.99
Took courses for college credit in high school	X4HSCLGCRED	5,034	1.7	0.02	0.01	8.99	3.00
Received high school credential in 2013	X4HSCOMPDATE	4,806	89.2	0.83	0.45	3.42	1.85
Marital status: married	S4MARITALSTAT	4,956	4.2	0.96	0.29	11.32	3.37
Ever attended college	S4EVRATNDCLG	5,030	70.5	1.81	0.64	7.95	2.82
Registered to vote	S4REGVOTE	4,509	54.6	1.26	0.74	2.89	1.70
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	4,375	32.0	1.59	0.71	5.05	2.25
Current job or last job worked offered health insurance	S4BENHLTH2	1,493	44.4	2.55	1.29	3.93	1.98
Ever dropped out of high school	S4DROPOUTHS	4,505	8.4	0.92	0.41	4.94	2.22
Parents got divorced or separated since high school	S4PARDIVORCE	4,511	10.1	1.05	0.45	5.51	2.35

See notes at end of table.

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	1,076	41.6	2.63	1.50	3.06	1.75
Took remedial courses since high school	S4REMEDIAL	3,625	23.2	2.37	0.70	11.44	3.38
Lived on campus in college	S4ONCAMPUS	3,603	20.2	1.11	0.67	2.76	1.66
Currently working for pay in February 2016	S4WORKING16FB	4,945	64.3	1.57	0.68	5.32	2.31
Job wants at age 30: Management	X4STU30OCC2 (composite)	5,034	7.9	0.91	0.38	5.81	2.41
Job wants at age 30: Military	X4STU30OCC2 (composite)	5,034	1.0	0.45	0.14	10.79	3.28
Job wants at age 30: Production	X4STU30OCC2 (composite)	5,034	1.5	0.42	0.17	6.10	2.47
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	5,034	1.7	0.30	0.18	2.78	1.67
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	5,034	14.0	1.56	0.49	10.12	3.18
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	5,034	33.7	1.44	0.67	4.64	2.15
Summary statistics							
Mean						5.90	2.38
Minimum						2.76	1.66
Median						5.34	2.31
Maximum						11.44	3.38
Standard deviation						2.44	0.49

¹ Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLs:09 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	6,248	89.1	0.61	0.39	2.42	1.55
Has children	S4CHILDREN	6,188	9.8	0.79	0.38	4.38	2.09
Enrolled full-time in college	S4CLGFTPT	4,831	80.1	0.87	0.57	2.28	1.51
Attended multiple colleges	S4CLGATNDNUM>1	4,834	27.7	0.98	0.64	2.32	1.52
Currently lives with parent	S4LIVEPARENT	5,567	49.1	1.18	0.67	3.10	1.76
Currently lives with roommate from college	S4LIVECLGFRND	4,383	31.4	1.43	0.70	4.14	2.04
Expects to attend college	S4EDUEXP	6,288	75.5	1.06	0.54	3.80	1.95
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	4,282	44.8	1.29	0.76	2.88	1.70
Ever served in the military	S4EVRMILITARY	5,660	3.5	0.44	0.25	3.16	1.78
Ever had learning disability	S4LEARNDISBL	5,566	6.3	0.52	0.33	2.50	1.58
Took computer science or tech course since high school	S4CSICOURSE	4,428	71.8	4.05	2.35	2.97	1.72
Took math course since high school	S4MTHCOURSE	4,436	82.5	0.84	0.57	2.17	1.47
Took natural science course since high school	S4SCICOURSE	4,428	71.9	1.23	0.68	3.32	1.82
Took out private loan for college education	S4PRVLOAN	4,803	16.0	0.72	0.53	1.84	1.36
Sees self as science person	S4SPERSON1	5,709	55.4	0.91	0.66	1.92	1.39
Sees self as math person	S4MPERSON1	5,709	52.0	1.01	0.66	2.35	1.53
Ever applied to college	X4EVRAPPCLG	6,143	86.6	0.94	0.43	4.63	2.15
Considering a major in a STEM field	X4ENTMJST	4,563	24.2	0.98	0.63	2.41	1.55
Took courses for college credit in high school	X4HSCLGCRED	6,311	1.7	0.01	0.01	5.24	2.29
Received high school credential in 2013	X4HSCOMPDATE	6,068	90.7	0.63	0.37	2.84	1.68
Marital status: married	S4MARITALSTAT	6,186	3.9	0.40	0.25	2.66	1.63
Ever attended college	S4EVRATNDCLG	6,307	74.1	1.23	0.55	4.96	2.23
Registered to vote	S4REGVOTE	5,565	55.6	1.24	0.67	3.46	1.86
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	5,425	32.8	1.13	0.64	3.17	1.78
Current job or last job worked offered health insurance	S4BENHLTH2	2,049	45.5	1.94	1.10	3.11	1.76
Ever dropped out of high school	S4DROPOUTHS	5,688	6.8	0.59	0.33	3.07	1.75
Parents got divorced or separated since high school	S4PARDIVORCE	5,562	11.0	0.59	0.42	1.96	1.40

See notes at end of table.

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	1,425	46.0	2.21	1.32	2.80	1.67
Took remedial courses since high school	S4REMEDIAL	4,433	24.0	1.23	0.64	3.70	1.92
Lived on campus in college	S4ONCAMPUS	4,404	22.2	0.94	0.63	2.27	1.51
Currently working for pay in February 2016	S4WORKING16FB	6,187	68.9	1.09	0.59	3.41	1.85
Job wants at age 30: Management	X4STU30OCC2 (composite)	6,311	7.3	0.54	0.33	2.75	1.66
Job wants at age 30: Military	X4STU30OCC2 (composite)	6,311	1.1	0.24	0.13	3.14	1.77
Job wants at age 30: Production	X4STU30OCC2 (composite)	6,311	1.0	0.18	0.12	2.17	1.47
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	6,311	2.3	0.29	0.19	2.46	1.57
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	6,311	12.7	0.67	0.42	2.59	1.61
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	6,311	35.3	1.03	0.60	2.93	1.71
Summary statistics							
Mean						3.01	1.72
Minimum						1.84	1.36
Median						2.88	1.70
Maximum						5.24	2.29
Standard deviation						0.83	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 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	1,957	90.6	1.08	0.66	2.66	1.63
Has children	S4CHILDREN	1,938	17.0	1.83	0.85	4.57	2.14
Enrolled full-time in college	S4CLGFTPT	1,377	83.5	1.44	1.00	2.06	1.44
Attended multiple colleges	S4CLGATNDNUM>1	1,373	26.8	2.13	1.20	3.17	1.78
Currently lives with parent	S4LIVEPARENT	1,725	39.8	2.43	1.18	4.25	2.06
Currently lives with roommate from college	S4LIVECLGFRND	1,263	29.0	2.44	1.28	3.66	1.91
Expects to attend college	S4EDUEXP	1,962	61.9	1.96	1.10	3.21	1.79
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	1,371	52.8	1.87	1.35	1.93	1.39
Ever served in the military	S4EVRMILITARY	1,754	3.7	0.65	0.45	2.07	1.44
Ever had learning disability	S4LEARNDISBL	1,727	7.3	1.13	0.63	3.25	1.80
Took computer science or tech course since high school	S4CSICOURSE	1,270	70.9	7.64	4.50	2.89	1.70
Took math course since high school	S4MTHCOURSE	1,272	81.6	2.07	1.09	3.64	1.91
Took natural science course since high school	S4SCICOURSE	1,270	67.1	1.70	1.32	1.66	1.29
Took out private loan for college education	S4PRVLOAN	1,368	16.0	1.67	0.99	2.84	1.68
Sees self as science person	S4SPERSON1	1,763	53.5	2.01	1.19	2.87	1.69
Sees self as math person	S4MPERSON1	1,763	49.4	1.69	1.19	2.02	1.42
Ever applied to college	X4EVRAPPCLG	1,886	79.9	1.91	0.92	4.30	2.07
Considering a major in a STEM field	X4ENTMJST	1,269	21.8	1.95	1.16	2.82	1.68
Took courses for college credit in high school	X4HSCLGCRED	1,967	1.6	0.03	0.01	7.17	2.68
Received high school credential in 2013	X4HSCOMPDATE	1,858	89.1	1.35	0.72	3.51	1.87
Marital status: married	S4MARITALSTAT	1,931	5.7	0.77	0.53	2.13	1.46
Ever attended college	S4EVRATNDCLG	1,965	63.3	1.72	1.09	2.50	1.58
Registered to vote	S4REGVOTE	1,731	56.8	2.35	1.19	3.88	1.97
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	1,680	29.3	1.45	1.11	1.70	1.30
Current job or last job worked offered health insurance	S4BENHLTH2	781	44.7	2.60	1.78	2.13	1.46
Ever dropped out of high school	S4DROPOUTHS	1,745	9.0	2.12	0.69	9.57	3.09
Parents got divorced or separated since high school	S4PARDIVORCE	1,717	12.0	1.08	0.78	1.89	1.38

See notes at end of table.

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	575	36.9	3.18	2.01	2.49	1.58
Took remedial courses since high school	S4REMEDIAL	1,270	23.5	2.52	1.19	4.48	2.12
Lived on campus in college	S4ONCAMPUS	1,265	24.0	1.64	1.20	1.86	1.36
Currently working for pay in February 2016	S4WORKING16FB	1,938	70.5	1.75	1.04	2.87	1.69
Job wants at age 30: Management	X4STU30OCC2 (composite)	1,967	6.8	0.93	0.57	2.69	1.64
Job wants at age 30: Military	X4STU30OCC2 (composite)	1,967	1.3	0.37	0.26	2.06	1.44
Job wants at age 30: Production	X4STU30OCC2 (composite)	1,967	2.0	0.52	0.31	2.75	1.66
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	1,967	1.0	0.28	0.22	1.65	1.29
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	1,967	13.3	1.36	0.77	3.13	1.77
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	1,967	35.2	2.28	1.08	4.48	2.12
Summary statistics							
Mean						3.16	1.74
Minimum						1.65	1.29
Median						2.84	1.68
Maximum						9.57	3.09
Standard deviation						1.55	0.38

¹ Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLs:09 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	4,003	90.1	0.79	0.47	2.80	1.67
Has children	S4CHILDREN	3,962	12.0	0.93	0.52	3.25	1.80
Enrolled full-time in college	S4CLGFTPT	2,812	81.8	1.39	0.73	3.67	1.92
Attended multiple colleges	S4CLGATNDNUM>1	2,797	28.4	1.77	0.85	4.31	2.08
Currently lives with parent	S4LIVEPARENT	3,562	43.0	2.00	0.83	5.81	2.41
Currently lives with roommate from college	S4LIVECLGFRND	2,553	28.3	1.63	0.89	3.35	1.83
Expects to attend college	S4EDUEXP	4,011	68.9	1.37	0.73	3.52	1.88
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	2,796	52.2	1.67	0.94	3.14	1.77
Ever served in the military	S4EVRMILITARY	3,623	3.9	0.50	0.32	2.43	1.56
Ever had learning disability	S4LEARNDISBL	3,572	5.6	0.65	0.38	2.87	1.69
Took computer science or tech course since high school	S4CSICOURSE	2,566	67.2	4.12	3.00	1.88	1.37
Took math course since high school	S4MTHCOURSE	2,575	79.5	1.34	0.80	2.83	1.68
Took natural science course since high school	S4SCICOURSE	2,568	70.2	2.08	0.90	5.31	2.31
Took out private loan for college education	S4PRVLOAN	2,804	18.2	1.06	0.73	2.11	1.45
Sees self as science person	S4SPERSON1	3,633	55.6	1.21	0.82	2.16	1.47
Sees self as math person	S4MPERSON1	3,631	52.4	1.38	0.83	2.79	1.67
Ever applied to college	X4EVRAPPCLG	3,884	83.2	1.25	0.60	4.37	2.09
Considering a major in a STEM field	X4ENTMJST	2,637	22.3	1.37	0.81	2.87	1.69
Took courses for college credit in high school	X4HSCLGCRED	4,023	1.6	0.02	0.01	7.66	2.77
Received high school credential in 2013	X4HSCOMPDATE	3,841	90.9	1.04	0.46	5.05	2.25
Marital status: married	S4MARITALSTAT	3,960	6.0	0.81	0.38	4.57	2.14
Ever attended college	S4EVRATNDCLG	4,021	69.0	1.39	0.73	3.64	1.91
Registered to vote	S4REGVOTE	3,571	59.1	1.62	0.82	3.86	1.96
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	3,483	31.5	1.23	0.79	2.44	1.56
Current job or last job worked offered health insurance	S4BENHLTH2	1,655	48.7	1.67	1.23	1.85	1.36
Ever dropped out of high school	S4DROPOUTHS	3,567	6.3	0.89	0.41	4.77	2.18
Parents got divorced or separated since high school	S4PARDIVORCE	3,560	11.5	0.83	0.54	2.41	1.55

See notes at end of table.

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	1,190	45.8	1.86	1.44	1.66	1.29
Took remedial courses since high school	S4REMEDIAL	2,573	23.0	1.17	0.83	1.99	1.41
Lived on campus in college	S4ONCAMPUS	2,550	23.2	1.36	0.84	2.66	1.63
Currently working for pay in February 2016	S4WORKING16FB	3,955	71.6	0.97	0.72	1.82	1.35
Job wants at age 30: Management	X4STU30OCC2 (composite)	4,023	7.4	0.57	0.41	1.89	1.38
Job wants at age 30: Military	X4STU30OCC2 (composite)	4,023	0.7	0.15	0.13	1.20	1.10
Job wants at age 30: Production	X4STU30OCC2 (composite)	4,023	2.3	0.35	0.24	2.19	1.48
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	4,023	1.6	0.25	0.20	1.64	1.28
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	4,023	15.5	0.93	0.57	2.64	1.62
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	4,023	32.2	0.85	0.74	1.33	1.15
Summary statistics							
Mean						3.10	1.72
Minimum						1.20	1.10
Median						2.80	1.67
Maximum						7.66	2.77
Standard deviation						1.39	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 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	8,412	87.9	0.64	0.36	3.24	1.80
Has children	S4CHILDREN	8,332	7.9	0.59	0.30	3.98	1.99
Enrolled full-time in college	S4CLGFTPT	5,971	79.9	0.87	0.52	2.79	1.67
Attended multiple colleges	S4CLGATNDNUM>1	5,961	26.3	1.07	0.57	3.55	1.88
Currently lives with parent	S4LIVEPARENT	7,432	51.5	1.10	0.58	3.63	1.91
Currently lives with roommate from college	S4LIVECLGFRND	5,410	28.4	1.06	0.61	2.96	1.72
Expects to attend college	S4EDUEXP	8,432	67.7	0.94	0.51	3.39	1.84
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	5,624	56.2	1.26	0.66	3.65	1.91
Ever served in the military	S4EVRMILITARY	7,555	5.5	0.52	0.26	3.91	1.98
Ever had learning disability	S4LEARNDISBL	7,433	6.6	0.51	0.29	3.18	1.78
Took computer science or tech course since high school	S4CSICOURSE	5,433	77.5	4.27	2.11	4.11	2.03
Took math course since high school	S4MTHCOURSE	5,448	81.1	1.14	0.53	4.63	2.15
Took natural science course since high school	S4SCICOURSE	5,436	67.2	1.34	0.64	4.42	2.10
Took out private loan for college education	S4PRVLOAN	5,945	13.4	0.68	0.44	2.34	1.53
Sees self as science person	S4SPERSON1	7,584	58.8	1.03	0.57	3.30	1.82
Sees self as math person	S4MPERSON1	7,581	58.5	0.99	0.57	3.08	1.76
Ever applied to college	X4EVRAPPCLG	8,159	81.2	0.87	0.43	4.05	2.01
Considering a major in a STEM field	X4ENTMJST	5,579	32.4	1.13	0.63	3.25	1.80
Took courses for college credit in high school	X4HSCLGCRED	8,464	1.7	0.01	0.01	5.28	2.30
Received high school credential in 2013	X4HSCOMPDATE	8,035	90.0	0.58	0.33	3.05	1.75
Marital status: married	S4MARITALSTAT	8,324	2.8	0.28	0.18	2.39	1.55
Ever attended college	S4EVRATNDCLG	8,455	66.4	1.01	0.51	3.87	1.97
Registered to vote	S4REGVOTE	7,438	58.6	0.95	0.57	2.78	1.67
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	7,248	28.8	0.93	0.53	3.07	1.75
Current job or last job worked offered health insurance	S4BENHLTH2	3,149	50.2	1.37	0.89	2.37	1.54
Ever dropped out of high school	S4DROPOUTHS	7,502	8.3	0.66	0.32	4.31	2.08
Parents got divorced or separated since high school	S4PARDIVORCE	7,422	10.7	0.65	0.36	3.30	1.82

See notes at end of table.

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

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	2,427	42.1	1.66	1.00	2.74	1.66
Took remedial courses since high school	S4REMEDIAL	5,449	22.2	1.35	0.56	5.74	2.40
Lived on campus in college	S4ONCAMPUS	5,409	22.2	0.92	0.57	2.65	1.63
Currently working for pay in February 2016	S4WORKING16FB	8,317	67.3	0.98	0.51	3.61	1.90
Job wants at age 30: Management	X4STU30OCC2 (composite)	8,464	9.1	0.55	0.31	3.06	1.75
Job wants at age 30: Military	X4STU30OCC2 (composite)	8,464	1.7	0.35	0.14	5.93	2.44
Job wants at age 30: Production	X4STU30OCC2 (composite)	8,464	2.7	0.32	0.18	3.31	1.82
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	8,464	2.9	0.29	0.18	2.53	1.59
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	8,464	5.1	0.41	0.24	2.94	1.72
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	8,464	35.9	0.84	0.52	2.57	1.60
Summary statistics							
Mean						3.49	1.85
Minimum						2.34	1.53
Median						3.30	1.82
Maximum						5.93	2.44
Standard deviation						0.88	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 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

Table I-13. Student standard errors and design effects—Female students

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	8,798	88.1	0.81	0.34	5.59	2.36
Has children	S4CHILDREN	8,713	16.6	0.91	0.40	5.24	2.29
Enrolled full-time in college	S4CLGFTPT	6,976	80.6	0.95	0.47	3.98	2.00
Attended multiple colleges	S4CLGATNDNUM>1	6,962	29.2	0.97	0.54	3.18	1.78
Currently lives with parent	S4LIVEPARENT	7,944	42.6	1.24	0.55	4.99	2.23
Currently lives with roommate from college	S4LIVECLGFRND	6,385	29.8	1.10	0.57	3.70	1.92
Expects to attend college	S4EDUEXP	8,845	75.2	0.95	0.46	4.33	2.08
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	6,114	39.5	1.08	0.63	2.98	1.73
Ever served in the military	S4EVRMILITARY	8,069	1.4	0.19	0.13	2.26	1.50
Ever had learning disability	S4LEARNDISBL	7,943	5.5	0.61	0.26	5.59	2.36
Took computer science or tech course since high school	S4CSICOURSE	6,449	68.3	3.64	2.11	2.99	1.73
Took math course since high school	S4MTHCOURSE	6,459	80.6	0.72	0.49	2.13	1.46
Took natural science course since high school	S4SCICOURSE	6,453	73.0	1.20	0.55	4.75	2.18
Took out private loan for college education	S4PRVLOAN	6,928	17.0	0.66	0.45	2.13	1.46
Sees self as science person	S4SPERSON1	8,140	51.1	1.06	0.55	3.64	1.91
Sees self as math person	S4MPERSON1	8,138	47.9	1.13	0.55	4.15	2.04
Ever applied to college	X4EVRAPPCLG	8,676	88.2	0.65	0.35	3.55	1.88
Considering a major in a STEM field	X4ENTMJST	6,555	15.9	0.84	0.45	3.43	1.85
Took courses for college credit in high school	X4HSCLGCRED	8,871	1.6	0.01	0.01	5.29	2.30
Received high school credential in 2013	X4HSCOMPDATE	8,538	90.1	0.64	0.32	3.91	1.98
Marital status: married	S4MARITALSTAT	8,709	6.7	0.73	0.27	7.35	2.71
Ever attended college	S4EVRATNDCLG	8,868	74.7	0.95	0.46	4.21	2.05
Registered to vote	S4REGVOTE	7,938	53.9	1.19	0.56	4.51	2.12
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	7,715	34.9	0.90	0.54	2.76	1.66
Current job or last job worked offered health insurance	S4BENHLTH2	2,829	40.8	1.64	0.92	3.14	1.77
Ever dropped out of high school	S4DROPOUTHS	8,003	6.6	0.50	0.28	3.18	1.78
Parents got divorced or separated since high school	S4PARDIVORCE	7,928	11.2	0.62	0.35	3.12	1.77

See notes at end of table.

Table I-13. Student standard errors and design effects—Female students—Continued

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	1,839	44.8	1.63	1.16	1.97	1.40
Took remedial courses since high school	S4REMEDIAL	6,452	24.6	1.18	0.54	4.85	2.20
Lived on campus in college	S4ONCAMPUS	6,413	21.8	0.83	0.52	2.61	1.62
Currently working for pay in February 2016	S4WORKING16FB	8,708	69.2	0.86	0.49	3.04	1.74
Job wants at age 30: Management	X4STU30OCC2 (composite)	8,871	5.7	0.45	0.25	3.35	1.83
Job wants at age 30: Military	X4STU30OCC2 (composite)	8,871	0.3	0.08	0.06	1.82	1.35
Job wants at age 30: Production	X4STU30OCC2 (composite)	8,871	0.4	0.11	0.07	2.37	1.54
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	8,871	0.6	0.11	0.08	1.90	1.38
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	8,871	22.7	1.01	0.44	5.21	2.28
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	8,871	32.2	0.83	0.50	2.79	1.67
Summary statistics							
Mean						3.67	1.89
Minimum						1.82	1.35
Median						3.43	1.85
Maximum						7.35	2.71
Standard deviation						1.27	0.32

¹ Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLs:09 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

Table I-14. Student standard errors and design effects—Hispanic students

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	2,696	85.6	1.14	0.68	2.85	1.69
Has children	S4CHILDREN	2,653	15.6	1.67	0.71	5.60	2.37
Enrolled full-time in college	S4CLGFTPT	1,848	67.7	2.30	1.09	4.45	2.11
Attended multiple colleges	S4CLGATNDNUM>1	1,840	26.1	2.27	1.02	4.90	2.21
Currently lives with parent	S4LIVEPARENT	2,357	59.4	1.99	1.01	3.88	1.97
Currently lives with roommate from college	S4LIVECLGFRND	1,656	14.7	1.46	0.87	2.80	1.67
Expects to attend college	S4EDUEXP	2,698	69.5	2.11	0.89	5.68	2.38
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	1,898	55.7	2.24	1.14	3.85	1.96
Ever served in the military	S4EVRMILITARY	2,410	2.9	0.81	0.34	5.53	2.35
Ever had learning disability	S4LEARNDISBL	2,348	5.0	1.24	0.45	7.63	2.76
Took computer science or tech course since high school	S4CSICOURSE	1,672	80.4	9.42	4.63	4.14	2.03
Took math course since high school	S4MTHCOURSE	1,671	76.6	2.13	1.04	4.25	2.06
Took natural science course since high school	S4SCICOURSE	1,675	63.0	2.94	1.18	6.21	2.49
Took out private loan for college education	S4PRVLOAN	1,841	12.7	1.19	0.78	2.34	1.53
Sees self as science person	S4SPERSON1	2,426	50.3	1.70	1.02	2.82	1.68
Sees self as math person	S4MPERSON1	2,424	50.6	1.82	1.02	3.23	1.80
Ever applied to college	X4EVRAPPCLG	2,608	83.4	1.44	0.73	3.91	1.98
Considering a major in a STEM field	X4ENTMJST	1,718	20.2	1.78	0.97	3.37	1.84
Took courses for college credit in high school	X4HSCLGCRED	2,712	1.7	0.02	0.01	5.65	2.38
Received high school credential in 2013	X4HSCOMPDATE	2,532	87.4	1.13	0.66	2.91	1.71
Marital status: married	S4MARITALSTAT	2,649	6.9	1.38	0.49	7.80	2.79
Ever attended college	S4EVRATNDCLG	2,712	66.7	1.82	0.90	4.04	2.01
Registered to vote	S4REGVOTE	2,346	45.7	1.89	1.03	3.36	1.83
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	2,261	24.7	1.71	0.91	3.54	1.88
Current job or last job worked offered health insurance	S4BENHLTH2	1,088	47.5	2.99	1.51	3.89	1.97
Ever dropped out of high school	S4DROPOUTHS	2,360	8.9	1.07	0.59	3.32	1.82
Parents got divorced or separated since high school	S4PARDIVORCE	2,341	13.3	1.46	0.70	4.31	2.08

See notes at end of table.

Table I-14. Student standard errors and design effects—Hispanic students—Continued

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	837	49.1	2.73	1.73	2.50	1.58
Took remedial courses since high school	S4REMEDIAL	1,675	34.1	2.33	1.16	4.04	2.01
Lived on campus in college	S4ONCAMPUS	1,663	14.5	1.14	0.86	1.75	1.32
Currently working for pay in February 2016	S4WORKING16FB	2,668	68.0	1.88	0.90	4.31	2.08
Job wants at age 30: Management	X4STU30OCC2 (composite)	2,712	7.7	1.04	0.51	4.13	2.03
Job wants at age 30: Military	X4STU30OCC2 (composite)	2,712	1.4	0.67	0.23	8.71	2.95
Job wants at age 30: Production	X4STU30OCC2 (composite)	2,712	1.5	0.57	0.23	6.05	2.46
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	2,712	1.5	0.34	0.23	2.16	1.47
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	2,712	12.5	1.45	0.64	5.19	2.28
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	2,712	38.2	1.95	0.93	4.39	2.09
Summary statistics							
Mean						4.31	2.04
Minimum						1.75	1.32
Median						4.04	2.01
Maximum						8.71	2.95
Standard deviation						1.58	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 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

Table I-15. Student standard errors and design effects—Asian students

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	1,454	77.0	2.10	1.10	3.63	1.91
Has children	S4CHILDREN	1,444	2.1	0.71	0.38	3.48	1.87
Enrolled full-time in college	S4CLGFTPT	1,299	83.9	1.79	1.02	3.08	1.76
Attended multiple colleges	S4CLGATNDNUM>1	1,302	24.0	2.32	1.18	3.86	1.96
Currently lives with parent	S4LIVEPARENT	1,324	53.4	3.57	1.37	6.79	2.61
Currently lives with roommate from college	S4LIVECLGFRND	1,192	31.3	2.52	1.34	3.51	1.87
Expects to attend college	S4EDUEXP	1,468	84.8	2.30	0.94	6.04	2.46
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	828	26.9	4.37	1.54	8.01	2.83
Ever served in the military	S4EVRMILITARY	1,350	2.0	0.80	0.38	4.39	2.10
Ever had learning disability	S4LEARNDISBL	1,325	1.2	0.42	0.31	1.88	1.37
Took computer science or tech course since high school	S4CSICOURSE	1,204	70.0	9.31	4.16	5.02	2.24
Took math course since high school	S4MTHCOURSE	1,206	86.4	1.65	0.99	2.80	1.67
Took natural science course since high school	S4SCICOURSE	1,204	85.1	2.50	1.03	5.91	2.43
Took out private loan for college education	S4PRVLOAN	1,285	8.2	1.44	0.76	3.54	1.88
Sees self as science person	S4SPERSON1	1,356	59.9	2.62	1.33	3.88	1.97
Sees self as math person	S4MPERSON1	1,356	61.1	2.62	1.32	3.92	1.98
Ever applied to college	X4EVRAPPCLG	1,460	94.5	1.48	0.60	6.20	2.49
Considering a major in a STEM field	X4ENTMJST	1,226	40.3	2.70	1.40	3.71	1.93
Took courses for college credit in high school	X4HSCLGCRED	1,477	1.6	0.03	0.01	7.22	2.69
Received high school credential in 2013	X4HSCOMPDATE	1,452	95.7	1.31	0.53	6.07	2.46
Marital status: married	S4MARITALSTAT	1,442	1.9	0.79	0.36	4.78	2.19
Ever attended college	S4EVRATNDCLG	1,476	84.5	3.34	0.94	12.56	3.54
Registered to vote	S4REGVOTE	1,324	44.8	2.35	1.37	2.96	1.72
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	1,268	39.6	3.47	1.37	6.38	2.52
Current job or last job worked offered health insurance	S4BENHLTH2	254	34.5	5.58	2.99	3.49	1.87
Ever dropped out of high school	S4DROPOUTHS	1,399	5.1	1.99	0.59	11.33	3.37
Parents got divorced or separated since high school	S4PARDIVORCE	1,321	6.7	2.03	0.69	8.65	2.94

See notes at end of table.

Table I-15. Student standard errors and design effects—Asian students—Continued

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	163	31.9	6.53	3.66	3.18	1.78
Took remedial courses since high school	S4REMEDIAL	1,202	13.8	2.29	0.99	5.31	2.30
Lived on campus in college	S4ONCAMPUS	1,194	24.3	2.83	1.24	5.21	2.28
Currently working for pay in February 2016	S4WORKING16FB	1,428	52.9	2.91	1.32	4.85	2.20
Job wants at age 30: Management	X4STU30OCC2 (composite)	1,477	4.8	1.25	0.56	5.05	2.25
Job wants at age 30: Military	X4STU30OCC2 (composite)	1,477	0.1	0.04	0.07	0.37	0.60
Job wants at age 30: Production	X4STU30OCC2 (composite)	1,477	0.9	0.49	0.24	4.13	2.03
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	1,477	4.2	0.97	0.52	3.46	1.86
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	1,477	19.2	2.91	1.03	8.06	2.84
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	1,477	37.6	3.78	1.26	9.01	3.00
Summary statistics							
Mean						5.18	2.21
Minimum						0.37	0.60
Median						4.78	2.19
Maximum						12.56	3.54
Standard deviation						2.50	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 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

Table I-16. Student standard errors and design effects—Black students

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	1,767	83.5	1.87	0.88	4.49	2.12
Has children	S4CHILDREN	1,748	19.1	2.05	0.94	4.75	2.18
Enrolled full-time in college	S4CLGFTPT	1,212	79.6	2.14	1.16	3.42	1.85
Attended multiple colleges	S4CLGATNDNUM>1	1,213	27.9	2.03	1.29	2.48	1.57
Currently lives with parent	S4LIVEPARENT	1,551	53.0	2.61	1.27	4.22	2.06
Currently lives with roommate from college	S4LIVECLGFRND	1,100	20.7	2.12	1.22	3.02	1.74
Expects to attend college	S4EDUEXP	1,770	71.2	2.09	1.08	3.78	1.94
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	1,152	47.7	2.63	1.47	3.19	1.79
Ever served in the military	S4EVRMILITARY	1,590	2.7	0.55	0.41	1.82	1.35
Ever had learning disability	S4LEARNDISBL	1,558	6.6	1.10	0.63	3.07	1.75
Took computer science or tech course since high school	S4CSICOURSE	1,110	85.6	9.91	5.65	3.07	1.75
Took math course since high school	S4MTHCOURSE	1,113	83.0	1.69	1.13	2.25	1.50
Took natural science course since high school	S4SCICOURSE	1,109	63.1	2.73	1.45	3.54	1.88
Took out private loan for college education	S4PRVLOAN	1,208	16.2	1.86	1.06	3.08	1.75
Sees self as science person	S4SPERSON1	1,593	50.9	2.63	1.25	4.42	2.10
Sees self as math person	S4MPERSON1	1,589	57.9	1.83	1.24	2.19	1.48
Ever applied to college	X4EVRAPPCLG	1,705	82.9	1.96	0.91	4.61	2.15
Considering a major in a STEM field	X4ENTMJST	1,147	17.3	1.94	1.12	3.01	1.73
Took courses for college credit in high school	X4HSCLGCRED	1,779	1.7	0.02	0.01	4.39	2.09
Received high school credential in 2013	X4HSCOMPDATE	1,673	85.6	1.35	0.86	2.47	1.57
Marital status: married	S4MARITALSTAT	1,747	3.0	0.62	0.41	2.29	1.51
Ever attended college	S4EVRATNDCLG	1,777	61.4	2.37	1.16	4.21	2.05
Registered to vote	S4REGVOTE	1,558	61.4	2.41	1.23	3.82	1.95
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	1,499	32.9	2.17	1.21	3.19	1.79
Current job or last job worked offered health insurance	S4BENHLTH2	697	45.4	2.75	1.89	2.12	1.46
Ever dropped out of high school	S4DROPOUTHS	1,515	12.2	1.60	0.84	3.61	1.90
Parents got divorced or separated since high school	S4PARDIVORCE	1,556	10.4	1.18	0.77	2.32	1.52

See notes at end of table.

Table I-16. Student standard errors and design effects—Black students—Continued

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	549	37.1	2.55	2.06	1.52	1.23
Took remedial courses since high school	S4REMEDIAL	1,111	30.5	2.76	1.38	3.99	2.00
Lived on campus in college	S4ONCAMPUS	1,102	25.7	2.30	1.32	3.06	1.75
Currently working for pay in February 2016	S4WORKING16FB	1,749	65.8	1.80	1.13	2.50	1.58
Job wants at age 30: Management	X4STU30OCC2 (composite)	1,779	10.3	1.34	0.72	3.44	1.86
Job wants at age 30: Military	X4STU30OCC2 (composite)	1,779	0.5	0.19	0.16	1.33	1.15
Job wants at age 30: Production	X4STU30OCC2 (composite)	1,779	1.3	0.49	0.26	3.43	1.85
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	1,779	1.1	0.35	0.25	1.97	1.41
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	1,779	15.4	1.79	0.86	4.37	2.09
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	1,779	32.0	1.40	1.11	1.59	1.26
Summary statistics							
Mean						3.14	1.75
Minimum						1.33	1.15
Median						3.08	1.75
Maximum						4.75	2.18
Standard deviation						0.95	0.28

¹ Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLs:09 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

Table I-17. Student standard errors and design effects—Other students

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	11,293	90.6	0.43	0.27	2.41	1.55
Has children	S4CHILDREN	11,200	10.0	0.58	0.28	4.13	2.03
Enrolled full-time in college	S4CLGFTPT	8,588	84.4	0.64	0.39	2.69	1.64
Attended multiple colleges	S4CLGATNDNUM>1	8,568	28.6	0.75	0.49	2.37	1.54
Currently lives with parent	S4LIVEPARENT	10,144	40.7	0.87	0.49	3.19	1.79
Currently lives with roommate from college	S4LIVECLGFRND	7,847	35.5	0.94	0.54	3.03	1.74
Expects to attend college	S4EDUEXP	11,341	71.4	0.78	0.42	3.35	1.83
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	7,860	45.9	0.90	0.56	2.59	1.61
Ever served in the military	S4EVRMILITARY	10,274	3.9	0.29	0.19	2.29	1.51
Ever had learning disability	S4LEARNDISBL	10,145	6.6	0.44	0.25	3.20	1.79
Took computer science or tech course since high school	S4CSICOURSE	7,896	67.7	2.38	1.67	2.03	1.42
Took math course since high school	S4MTHCOURSE	7,917	81.5	0.74	0.44	2.86	1.69
Took natural science course since high school	S4SCICOURSE	7,901	73.1	0.85	0.50	2.88	1.70
Took out private loan for college education	S4PRVLOAN	8,539	16.5	0.57	0.40	2.03	1.43
Sees self as science person	S4SPERSON1	10,349	57.2	0.73	0.49	2.28	1.51
Sees self as math person	S4MPERSON1	10,350	52.6	0.73	0.49	2.24	1.50
Ever applied to college	X4EVRAPPCLG	11,062	85.0	0.67	0.34	3.89	1.97
Considering a major in a STEM field	X4ENTMJST	8,043	25.0	0.84	0.48	3.00	1.73
Took courses for college credit in high school	X4HSCLGCRED	11,367	1.6	0.01	0.00	6.24	2.50
Received high school credential in 2013	X4HSCOMPDATE	10,916	91.7	0.51	0.26	3.75	1.94
Marital status: married	S4MARITALSTAT	11,195	4.4	0.33	0.19	2.91	1.71
Ever attended college	S4EVRATNDCLG	11,358	73.2	0.79	0.42	3.58	1.89
Registered to vote	S4REGVOTE	10,148	59.6	0.79	0.49	2.62	1.62
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	9,935	33.7	0.90	0.47	3.62	1.90
Current job or last job worked offered health insurance	S4BENHLTH2	3,939	45.6	1.28	0.79	2.59	1.61
Ever dropped out of high school	S4DROPOUTHS	10,231	6.1	0.40	0.24	2.83	1.68
Parents got divorced or separated since high school	S4PARDIVORCE	10,132	10.5	0.42	0.30	1.91	1.38

See notes at end of table.

Table I-17. Student standard errors and design effects—Other students—Continued

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	2,717	42.9	1.50	0.95	2.49	1.58
Took remedial courses since high school	S4REMEDIAL	7,913	19.2	0.77	0.44	3.01	1.74
Lived on campus in college	S4ONCAMPUS	7,863	23.7	0.77	0.48	2.60	1.61
Currently working for pay in February 2016	S4WORKING16FB	11,180	69.8	0.73	0.43	2.79	1.67
Job wants at age 30: Management	X4STU30OCC2 (composite)	11,367	6.8	0.34	0.24	2.04	1.43
Job wants at age 30: Military	X4STU30OCC2 (composite)	11,367	1.0	0.14	0.10	2.28	1.51
Job wants at age 30: Production	X4STU30OCC2 (composite)	11,367	1.7	0.18	0.12	2.13	1.46
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	11,367	1.9	0.17	0.13	1.85	1.36
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	11,367	13.6	0.53	0.32	2.66	1.63
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	11,367	32.8	0.63	0.44	2.05	1.43
Summary statistics							
Mean						2.82	1.67
Minimum						1.85	1.36
Median						2.66	1.63
Maximum						6.24	2.50
Standard deviation						0.82	0.22

¹ Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLs:09 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

Table I-19. Student standard errors and design effects—Low percentile SES students

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	2,600	82.9	1.36	0.74	3.39	1.84
Has children	S4CHILDREN	2,576	22.0	1.61	0.82	3.91	1.98
Enrolled full-time in college	S4CLGFTPT	1,402	73.2	2.19	1.18	3.44	1.86
Attended multiple colleges	S4CLGATNDNUM>1	1,389	20.1	2.07	1.08	3.70	1.92
Currently lives with parent	S4LIVEPARENT	2,266	55.2	2.38	1.04	5.20	2.28
Currently lives with roommate from college	S4LIVECLGFRND	1,268	13.2	2.04	0.95	4.60	2.14
Expects to attend college	S4EDUEXP	2,615	60.3	1.58	0.96	2.71	1.65
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	1,782	61.0	2.39	1.16	4.26	2.06
Ever served in the military	S4EVRMILITARY	2,328	3.4	0.88	0.38	5.44	2.33
Ever had learning disability	S4LEARNDISBL	2,284	6.8	1.01	0.53	3.69	1.92
Took computer science or tech course since high school	S4CSICOURSE	1,279	82.5	8.51	5.25	2.63	1.62
Took math course since high school	S4MTHCOURSE	1,283	75.1	2.32	1.21	3.68	1.92
Took natural science course since high school	S4SCICOURSE	1,280	56.9	2.73	1.38	3.90	1.97
Took out private loan for college education	S4PRVLOAN	1,390	10.8	1.30	0.83	2.42	1.56
Sees self as science person	S4SPERSON1	2,342	51.2	1.70	1.03	2.72	1.65
Sees self as math person	S4MPERSON1	2,338	53.3	1.87	1.03	3.27	1.81
Ever applied to college	X4EVRAPPCLG	2,473	76.1	1.38	0.86	2.58	1.61
Considering a major in a STEM field	X4ENTMJST	1,293	18.6	1.67	1.08	2.38	1.54
Took courses for college credit in high school	X4HSCLGCRED	2,623	1.7	0.02	0.01	4.03	2.01
Received high school credential in 2013	X4HSCOMPDATE	2,360	85.1	1.21	0.73	2.74	1.66
Marital status: married	S4MARITALSTAT	2,575	6.5	0.85	0.48	3.04	1.74
Ever attended college	S4EVRATNDCLG	2,622	54.9	1.92	0.97	3.91	1.98
Registered to vote	S4REGVOTE	2,271	49.1	1.74	1.05	2.74	1.65
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	2,185	22.3	1.82	0.89	4.17	2.04
Current job or last job worked offered health insurance	S4BENHLTH2	1,303	46.4	2.34	1.38	2.86	1.69
Ever dropped out of high school	S4DROPOUTHS	2,068	11.0	1.16	0.69	2.82	1.68
Parents got divorced or separated since high school	S4PARDIVORCE	2,268	13.2	1.45	0.71	4.15	2.04

See notes at end of table.

Table I-19. Student standard errors and design effects—Low percentile SES students—Continued

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	1,198	46.3	2.62	1.44	3.31	1.82
Took remedial courses since high school	S4REMEDIAL	1,279	32.5	2.44	1.31	3.47	1.86
Lived on campus in college	S4ONCAMPUS	1,268	17.9	1.79	1.08	2.76	1.66
Currently working for pay in February 2016	S4WORKING16FB	2,579	66.3	2.11	0.93	5.13	2.27
Job wants at age 30: Management	X4STU30OCC2 (composite)	2,623	7.0	0.90	0.50	3.25	1.80
Job wants at age 30: Military	X4STU30OCC2 (composite)	2,623	1.5	0.74	0.24	9.80	3.13
Job wants at age 30: Production	X4STU30OCC2 (composite)	2,623	2.2	0.46	0.28	2.60	1.61
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	2,623	1.0	0.18	0.19	0.88	0.94
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	2,623	11.7	1.14	0.63	3.31	1.82
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	2,623	37.0	2.10	0.94	4.97	2.23
Summary statistics							
Mean						3.62	1.87
Minimum						0.88	0.94
Median						3.39	1.84
Maximum						9.80	3.13
Standard deviation						1.40	0.34

¹ Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLs:09 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

Table I-20. Student standard errors and design effects—Middle percentile SES students

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	9,911	89.0	0.60	0.31	3.64	1.91
Has children	S4CHILDREN	9,803	12.0	0.77	0.33	5.43	2.33
Enrolled full-time in college	S4CLGFTPT	7,175	78.3	0.81	0.49	2.79	1.67
Attended multiple colleges	S4CLGATNDNUM>1	7,160	28.4	0.83	0.53	2.43	1.56
Currently lives with parent	S4LIVEPARENT	8,778	48.9	1.03	0.53	3.74	1.93
Currently lives with roommate from college	S4LIVECLGFRND	6,489	25.0	0.92	0.54	2.95	1.72
Expects to attend college	S4EDUEXP	9,946	70.0	0.87	0.46	3.58	1.89
Currently works 35 hours or more per week	X4EMPHRSFB16>=35	7,067	49.0	1.00	0.59	2.82	1.68
Ever served in the military	S4EVRMILITARY	8,926	3.6	0.30	0.20	2.24	1.50
Ever had learning disability	S4LEARNDISBL	8,764	6.2	0.47	0.26	3.26	1.81
Took computer science or tech course since high school	S4CSICOURSE	6,534	74.7	3.60	2.11	2.91	1.71
Took math course since high school	S4MTHCOURSE	6,551	80.6	0.84	0.49	2.94	1.71
Took natural science course since high school	S4SCICOURSE	6,539	68.7	1.11	0.57	3.75	1.94
Took out private loan for college education	S4PRVLOAN	7,138	16.7	0.64	0.44	2.11	1.45
Sees self as science person	S4SPERSON1	8,992	54.5	1.12	0.53	4.52	2.13
Sees self as math person	S4MPERSON1	8,993	52.4	0.88	0.53	2.80	1.67
Ever applied to college	X4EVRAPPCLG	9,654	83.8	0.74	0.37	3.93	1.98
Considering a major in a STEM field	X4ENTMJST	6,677	22.0	0.82	0.51	2.62	1.62
Took courses for college credit in high school	X4HSCLGCRED	9,977	1.7	0.01	0.00	5.71	2.39
Received high school credential in 2013	X4HSCOMPDATE	9,532	89.7	0.62	0.31	3.98	2.00
Marital status: married	S4MARITALSTAT	9,798	5.1	0.47	0.22	4.48	2.12
Ever attended college	S4EVRATNDCLG	9,968	69.2	0.89	0.46	3.67	1.92
Registered to vote	S4REGVOTE	8,775	55.0	0.92	0.53	3.00	1.73
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	8,533	29.8	0.97	0.50	3.82	1.96
Current job or last job worked offered health insurance	S4BENHLTH2	3,851	47.1	1.32	0.80	2.68	1.64
Ever dropped out of high school	S4DROPOUTHS	8,913	8.0	0.59	0.29	4.25	2.06
Parents got divorced or separated since high school	S4PARDIVORCE	8,758	10.9	0.48	0.33	2.11	1.45

See notes at end of table.

Table I-20. Student standard errors and design effects—Middle percentile SES students—Continued

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	2,727	42.5	1.39	0.95	2.15	1.47
Took remedial courses since high school	S4REMEDIAL	6,550	25.1	1.14	0.54	4.57	2.14
Lived on campus in college	S4ONCAMPUS	6,509	19.9	0.74	0.49	2.24	1.50
Currently working for pay in February 2016	S4WORKING16FB	9,812	70.8	0.77	0.46	2.81	1.67
Job wants at age 30: Management	X4STU30OCC2 (composite)	9,977	7.6	0.48	0.26	3.28	1.81
Job wants at age 30: Military	X4STU30OCC2 (composite)	9,977	0.9	0.15	0.09	2.64	1.62
Job wants at age 30: Production	X4STU30OCC2 (composite)	9,977	1.6	0.23	0.13	3.39	1.84
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	9,977	1.7	0.20	0.13	2.52	1.59
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	9,977	14.1	0.73	0.35	4.40	2.10
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	9,977	34.2	0.76	0.47	2.55	1.60
Summary statistics							
Mean						3.32	1.81
Minimum						2.11	1.45
Median						3.00	1.73
Maximum						5.71	2.39
Standard deviation						0.91	0.24

¹ Survey items include the questions in the study instruments as well as composite variables. The associated variable names on the HSLs:09 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

Table I-21. Student standard errors and design effects—High percentile SES students

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Ever had job for pay since high school	S4ANYJOB	4,667	90.3	0.65	0.43	2.23	1.49
Has children	S4CHILDREN	4,636	3.0	0.42	0.25	2.84	1.69
Enrolled full-time in college	S4CLGFTPT	4,354	89.2	0.85	0.47	3.29	1.81
Attended multiple colleges	S4CLGATNDNUM>1	4,359	31.1	1.24	0.70	3.12	1.77
Currently lives with parent	S4LIVEPARENT	4,307	33.5	1.31	0.72	3.31	1.82
Currently lives with roommate from college	S4LIVECLGFRND	4,024	48.2	1.43	0.79	3.31	1.82
Expects to attend college	S4EDUEXP	4,684	87.2	0.79	0.49	2.59	1.61
Currently works 35 hours or more per week	X4EMPHRSFB16 >=35	2,865	29.4	1.29	0.85	2.31	1.52
Ever served in the military	S4EVRMILITARY	4,345	2.9	0.39	0.26	2.34	1.53
Ever had learning disability	S4LEARNDISBL	4,304	4.8	0.47	0.33	2.12	1.46
Took computer science or tech course since high school	S4CSICOURSE	4,057	62.0	3.12	1.96	2.54	1.59
Took math course since high school	S4MTHCOURSE	4,060	84.8	0.88	0.56	2.44	1.56
Took natural science course since high school	S4SCICOURSE	4,058	81.9	0.96	0.60	2.54	1.59
Took out private loan for college education	S4PRVLOAN	4,329	15.0	0.88	0.54	2.63	1.62
Sees self as science person	S4SPERSON1	4,366	59.6	1.17	0.74	2.49	1.58
Sees self as math person	S4MPERSON1	4,364	55.5	1.02	0.75	1.84	1.36
Ever applied to college	X4EVRAPPCLG	4,678	95.6	0.51	0.30	2.86	1.69
Considering a major in a STEM field	X4ENTMJST	4,149	30.7	1.13	0.72	2.49	1.58
Took courses for college credit in high school	X4HSCLGCRED	4,702	1.6	0.02	0.01	4.91	2.22
Received high school credential in 2013	X4HSCOMPDATE	4,656	96.2	0.46	0.28	2.73	1.65
Marital status: married	S4MARITALSTAT	4,630	1.7	0.35	0.19	3.36	1.83
Ever attended college	S4EVRATNDCLG	4,700	90.8	0.69	0.42	2.65	1.63
Registered to vote	S4REGVOTE	4,307	66.8	1.21	0.72	2.86	1.69
Volunteers one hour or more a month	S4HRSVOLUNTR>=1	4,224	46.9	1.15	0.77	2.23	1.49
Current job or last job worked offered health insurance	S4BENHLTH2	815	36.5	2.56	1.69	2.30	1.51
Ever dropped out of high school	S4DROPOUTHS	4,493	2.3	0.29	0.22	1.71	1.31
Parents got divorced or separated since high school	S4PARDIVORCE	4,302	8.6	0.69	0.43	2.59	1.61

See notes at end of table.

Table I-21. Student standard errors and design effects—High percentile SES students—Continued

Survey item ¹	Variable	<i>n</i>	Estimate	Design-based SE ²	Simple random sample SE ³	<i>deff</i>	<i>deft</i>
Never attended college for financial reasons	S4NOENRFIN	326	35.8	4.33	2.66	2.65	1.63
Took remedial courses since high school	S4REMEDIAL	4,059	14.4	1.01	0.55	3.38	1.84
Lived on campus in college	S4ONCAMPUS	4,033	29.3	1.33	0.72	3.42	1.85
Currently working for pay in February 2016	S4WORKING16FB	4,604	62.2	1.19	0.71	2.77	1.66
Job wants at age 30: Management	X4STU30OCC2 (composite)	4,702	7.5	0.61	0.39	2.52	1.59
Job wants at age 30: Military	X4STU30OCC2 (composite)	4,702	0.9	0.20	0.14	1.94	1.39
Job wants at age 30: Production	X4STU30OCC2 (composite)	4,702	0.9	0.30	0.14	4.85	2.20
Job wants at age 30: Computer and Mathematical	X4STU30OCC2 (composite)	4,702	2.9	0.38	0.24	2.38	1.54
Job wants at age 30: Healthcare practitioners	X4STU30OCC2 (composite)	4,702	15.2	0.90	0.52	2.93	1.71
Job wants at age 30: Don't know	X4STU30OCC2 (composite)	4,702	31.0	1.04	0.67	2.38	1.54
Summary statistics							
Mean						2.75	1.65
Minimum						1.71	1.31
Median						2.59	1.61
Maximum						4.91	2.22
Standard deviation						0.67	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 restricted-use file are included in the *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.

NOTE: Design effects and standard errors computed using the W4STUDENT weight.

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

This page intentionally left blank

Appendix J: Imputation Details

This page intentionally left blank

Table J-1. HSLs:09 second follow-up imputation and classification variables

Imputation Variable	Description	Values	Variable(s) used for classification¹
S4EVRATNDCLG	Ever attended college by the end of February 2016	1 = Has attended college after high school 0 = Has never attended college after high school	X4REFSECTOR (Sector of reference institution)
X4HSCOMPSTAT	High school credential status and type, February 2016	1 = Diploma 2 = GED, other HS equivalency, or certificate of attendance 3 = No HS credential	S4PRE_01 (Preload indicating that they had a high school diploma) X4EVERDROP (Ever dropped out of high school) X4PS1START (Date started at first postsecondary institution) X3TCREDTOT (Total credits earned)
X4ATNDCLG16FB	Attending college in February 2016	1 = Attending college/trade school in February 2016 0 = Not attending college/trade school in February 2016	S4EVRATNDCLG ² (Ever attended college by the end of February 2016)
X4HSCOMPDATE	High school credential date	Month 01-12 Year: 2010 - 2016 YYYYMM format	X4HSCOMPSTAT ² (High school credential status and type, February 2016)
S4ANYJOB	Had any jobs for pay since high school	1 = Worked for pay after high school 0 = Never worked for pay after high school	S4JOBENDM1 (Month/year left first job after high school)
S4CHILDREN	Has child(ren)	1 = Had children in February 2016 0 = Did not have children in February 2016	S4MARITALSTAT (Marital status) X4REFSECTOR (Sector of reference institution) X2SEX (Student's sex) X4EVERDROP (Ever dropped out of high school)
S4WORKING16FB	Working for pay in any job in February 2016	1 = Working for pay in February 2016 0 = Not working for pay in February 2016	S4ANYJOB ² (Had any jobs for pay since high school) S4JOBENDM1 (Month/year left first job after high school) X4REFSECTOR (Sector of reference institution)

See notes at end of table.

Table J-1. HSLs:09 second follow-up imputation and classification variables—Continued

Imputation Variable	Description	Values	Variable(s) used for classification¹
X4INCOMECAT	Income in 2015	1 = No income 2 = \$1,000 or less 3 = \$1,001 - \$2,500 4 = \$2,501 - \$5,000 5 = \$5,001 - \$10,000 6 = \$10,001 - \$15,000 7 = \$15,001 - \$20,000 8 = \$20,001 - \$25,000 9 = \$25,001 - \$30,000 10 = \$30,001 - \$35,000 11 = \$35,001 - \$45,000 12 = \$45,001 - \$55,000 13 = \$55,001 - \$75,000 14 = \$75,001 and above	S4JOB22 (2-digit code for February 2016/last job)
X4EMPHRSFB16	Average hours worked in February 2016 job	Continuous	S4WORKING16FB ² (Working for pay in any job in February 2016) X4ATNDCLG16FB ² (Attending college in February 2016) X4INCOMECAT ² (Income in 2015)
S4UNEMP16FB	Actively looking for work in February 2016	1 = Unemployed; actively looking for work in February 2016 0 = Not actively looking for work in February 2016	S4WORKING16FB ² (Working for pay in any job in February 2016) X4EMPHRSFB16 ² (Average hours worked in February 2016 job)

¹ Classification variables chosen using a recursive partitioning function in R (see section 6.8.1).

² Imputed version of variable - imputed previously in the process and used for classification.

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

Table J-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
Ever attended college by the end of February 2016 (S4EVRATNDCLG)	Has attended college after high school	13,043	70.32	13,054	70.33
	Has never attended college after high school	4,280	29.68	4,281	29.67
High school credential status and type, February 2016 (X4HSCompStat)	Diploma	15,857	89.59	15,875	89.55
	GED, other HS equivalency, or certificate of attendance	691	4.72	696	4.73
	No HS credential	754	5.69	764	5.72
Attending college in February 2016 (X4ATNDCLG16FB)	Item legitimate skip/NA	4,280	29.83	4,281	29.67
	Attending college/trade school in February 2016	9,600	48.35	9,667	48.48
	Not attending college/trade school in February 2016	3,364	21.82	3,387	21.85
Had any jobs for pay since high school (S4ANYJOB)	Worked for pay after high school	15,303	88.00	15,411	88.03
	Never worked for pay after high school	1,907	12.00	1,924	11.97
Has child(ren) (S4CHILDREN)	Had children in February 2016	1,686	87.55	1,720	87.56
	Did not have children in February 2016	15,359	12.45	15,615	12.44
Working for pay in any job in February 2016 (S4WORKING16FB)	Working for pay in February 2016	11,514	68.10	11,738	68.22
	Not working for pay in February 2016	5,511	31.90	5,597	31.78

See notes at end of table.

Table J-2. Weighted distribution of imputed variables before and after imputation—Continued

Student questionnaire variables	Category	Before Imputation		After Imputation	
		Sample Size ¹	Weighted Estimate	Sample Size ²	Weighted Estimate
Income in 2015 (X4INCOMECAT)	No Income	2,031	12.03	2,125	12.25
	\$1,000 or less	1,403	8.18	1,465	8.11
	\$1,001 to \$2,500	1,562	8.79	1,612	8.78
	\$2,501 to \$5,000	2,409	12.24	2,488	12.11
	\$5,001 to \$10,000	3,211	18.39	3,335	18.39
	\$10,001 to \$15,000	2,229	14.05	2,314	13.95
	\$15,001 to \$20,000	1,439	10.13	1,508	10.19
	\$20,001 to \$25,000	1,011	6.97	1,058	6.95
	\$25,001 to \$30,000	574	3.77	599	3.78
	\$30,001 to \$35,000	296	2.04	315	2.03
	\$35,001 to \$45,000	253	1.67	263	1.67
	\$45,001 to \$55,000	137	1.01	143	1.00
	\$55,001 to \$75,000	88	0.62	95	0.68
	\$75,001 and above	14	0.10	15	0.10
Actively looking for work in February 2016 (S4UNEMP16FB)	Item legitimate skip/NA	11,514	71.23	11,738	68.22
	Unemployed; actively looking for work in February 2016	1,588	11.16	1,891	12.38
	Not actively looking for work in February 2016	3,169	17.61	3,706	19.39
High school credential date (X4HSCompDATE)	Excludes legitimate skips	16,448	201,305.58	16,571	201,305.54
Average hours worked in February 2016 job (X4EMPHRSFB16)	Excludes legitimate skips	11,092	30.89	11,738	30.85

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) Second Follow-up.

Appendix K: ECB Variable Listing

This page intentionally left blank

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	X4UNIV1	X4 Sample member status in BY, F1, U13, HS transcript, and F2 rounds	IDs and Weights	5		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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	W4STUDENT	Second follow-up student analytic weight	IDs and Weights	12	6	N	No
1	Student File	W4W1STU	Student Longitudinal Analytic Weight, BY-F2	IDs and Weights	12	6	N	No
1	Student File	W4W1STUP1	Student Longitudinal Analytic Weight with BY Parent, BY-F2	IDs and Weights	12	6	N	No
1	Student File	W4W1STUP1P2	Student Longitudinal Analytic Weight with BY and F1 Parent, BY-F2	IDs and Weights	12	6	N	No
1	Student File	W4W1W2W3STU	Second follow-up, base year, first follow-up, and 2013 Update weight	IDs and Weights	12	6	N	No
1	Student File	W3W1MATHTCH	Student Longitudinal Analytic Weight with BY Math Teacher, BY-U13	IDs and Weights	12	6	N	No
1	Student File	W3W1SCITCH	Student Longitudinal Analytic Weight with BY Science Teacher, BY-U13	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X1STATE	X1 State code for school	BY Student Level Composites	2		N	Yes
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	X2ASIAN TYPE	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	X2RETURNING11	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	X2PEARNNNOHS	X2 Parent questionnaire earnings without HS diploma standardized by year	F1 Student Level Composites	8		N	No
1	Student File	X2PEARNSHS	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	X2PEARNS2YPUB	X2 Parent questionnaire earnings with two year college degree standardized by year	F1 Student Level Composites	8		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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 for 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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	X3TGPA LANG	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	X3TGPA REL	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	X3TGPA MILSCI	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	X3TGPA COMPSCI	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	X3TGPA COM	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	X3TGPA BUS	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	X3TGPA MANU	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
1	Student File	X3TGPA HELSCI	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	X3TGPA PUBSER	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	X3TGPA TOUR	X3 GPA: hospitality and tourism	HS Transcript Composites	5	2	N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
1	Student File	X3TGAPANONA	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	X3TGPAOT	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	X3TGPAATHAP	X3 GPA: AP/IB math courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TGPAACIAP	X3 GPA: AP/IB science courses	HS Transcript Composites	5	2	N	No
1	Student File	X3TAGPATOT	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	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	X3TXSATCOMP	X3 College entrance exam composite score in terms of SAT	HS Transcript Composites	4		N	No
1	Student File	X3TXACTCOMP	X3 College entrance exam composite score in terms of ACT	HS Transcript Composites	2		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
1	Student File	X3TXAPENGLIT	AP exam: English literature and composition	HS Transcript Composites	2		N	Yes
1	Student File	X3TXAPCPMGGOV	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	X4X2SES	X4 Revised X2 Socio-economic status composite	F2 Student Level Composites	7	4	N	No
1	Student File	X4X2SESQ5	X4 Revised X2 Quintile coding of X2SES composite	F2 Student Level Composites	2		N	Yes
1	Student File	X4X2SES_U	X4 Revised X2 Socio-economic status composite derived with locale (urbanicity)	F2 Student Level Composites	7	4	N	No
1	Student File	X4X2SESQ5_U	X4 Revised X2 Quintile coding of X2SES_U composite derived with locale (urbanicity)	F2 Student Level Composites	2		N	Yes
1	Student File	X4SQSTAT	X4 Student questionnaire status	F2 Student Level Composites	2		N	Yes
1	Student File	X4SQDATE	X4 Student questionnaire date (YYYYMM)	F2 Student Level Composites	6		A	No
1	Student File	X4HSCOMPSTAT	X4 High school credential status and type, February 2016	F2 Student Level Composites	2		N	Yes
1	Student File	X4HSCOMPDATE	X4 Date received high school credential	F2 Student Level Composites	6		N	No
1	Student File	X41CONTROL	X4 Base year through second follow-up high school control	F2 Student Level Composites	2		N	Yes
1	Student File	X4NCESID	X4 High school identification number from CCD or PSS	F2 Student Level Composites	12		A	No
1	Student File	X4CONTROL	X4 High school control	F2 Student Level Composites	2		N	Yes
1	Student File	X4STATE	X4 State code for high school	F2 Student Level Composites	2		N	Yes
1	Student File	X4LOCALE	X4 High school locale (urbanicity)	F2 Student Level Composites	2		N	Yes
1	Student File	X4CENDIV	X4 High school census geographic division	F2 Student Level Composites	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X4REGION	X4 High school region	F2 Student Level Composites	2		N	Yes
1	Student File	X4EVERDROP	X4 Ever dropped out of high school	F2 Student Level Composites	2		N	Yes
1	Student File	X4EVRTRANSHS	X4 Ever transferred from base year high school	F2 Student Level Composites	2		N	Yes
1	Student File	X4WHENALG1	X4 When student last took Algebra I	F2 Student Level Composites	2		N	Yes
1	Student File	X4HSCLGCREG	X4 Ever took courses for college credit in high school	F2 Student Level Composites	2		N	Yes
1	Student File	X4TXSATMATH	X4 College entrance exam math score in terms of SAT	F2 Student Level Composites	3		N	No
1	Student File	X4TXSATREAD	X4 College entrance exam critical reading score in terms of SAT	F2 Student Level Composites	3		N	No
1	Student File	X4TXSATCOMP	X4 College entrance exam composite score in terms of SAT	F2 Student Level Composites	4		N	No
1	Student File	X4TXACTCOMP	X4 College entrance exam composite score in terms of ACT	F2 Student Level Composites	2		N	No
1	Student File	X4EVERGED	X4 Ever received a GED or equivalent	F2 Student Level Composites	2		N	Yes
1	Student File	X4GEDPASSED	X4 GED test passed	F2 Student Level Composites	2		N	Yes
1	Student File	X4GEDDATE	X4 GED test date passed	F2 Student Level Composites	6		N	No
1	Student File	X4GEDSTATE	X4 GED test state taken	F2 Student Level Composites	2		N	Yes
1	Student File	X4EVRAPPCLG	X4 Whether applied to or registered at a college	F2 Student Level Composites	2		N	Yes
1	Student File	X4CLGAPPNUM	X4 Number of colleges applied to when first applied	F2 Student Level Composites	2		N	No
1	Student File	X4EVRATNDCLG	X4 Imputed version of S4EVRATNDCLG	F2 Student Level Composites	2		N	Yes
1	Student File	X4EVR2YPUB	X4 Ever attended 2-year public institution after high school	F2 Student Level Composites	2		N	Yes
1	Student File	X4ATNDCLG16FB	X4 Whether respondent was enrolled in postsecondary education in February 2016	F2 Student Level Composites	2		N	Yes
1	Student File	X4CHOICEAPPID	X4 First choice among colleges applied to	F2 Student Level Composites	6		N	No
1	Student File	X4CHOICEACCID	X4 First choice among colleges accepted to	F2 Student Level Composites	6		N	No
1	Student File	X4ATNDAPPINST	X4 Institution ended up attending as result of first applications	F2 Student Level Composites	6		N	No
1	Student File	X4HS2PSMOS	X4 Months between high school and postsecondary education	F2 Student Level Composites	2		N	No
1	Student File	X4PSEND	X4 Month and year of last postsecondary enrollment anywhere	F2 Student Level Composites	6		N	No
1	Student File	X4PS1	X4 First post-high school postsecondary institution	F2 Student Level Composites	6		N	No
1	Student File	X4PS1START	X4 Month and year of enrollment at first postsecondary institution	F2 Student Level Composites	6		N	No
1	Student File	X4PS1SECTOR	X4 First postsecondary institution sector	F2 Student Level Composites	2		N	Yes
1	Student File	X4PS1LEVEL	X4 First postsecondary institution level	F2 Student Level Composites	2		N	Yes
1	Student File	X4PS1CTRL	X4 First postsecondary institution control	F2 Student Level Composites	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X4PS1SELECT	X4 First postsecondary institution selectivity	F2 Student Level Composites	2		N	Yes
1	Student File	X4REFINST	X4 Reference institution ID	F2 Student Level Composites	6		N	No
1	Student File	X4REFSECTOR	X4 Sector of reference institution	F2 Student Level Composites	2		N	Yes
1	Student File	X4REFLEVEL	X4 Level of reference institution	F2 Student Level Composites	2		N	Yes
1	Student File	X4REFCTRL	X4 Control of reference institution	F2 Student Level Composites	2		N	Yes
1	Student File	X4REFSELECT	X4 Selectivity of reference institution	F2 Student Level Composites	2		N	Yes
1	Student File	X4REFDEG	X4 Reference degree identifier	F2 Student Level Composites	2		N	Yes
1	Student File	X4REFDEGTYPE	X4 Reference undergraduate degree or certificate program	F2 Student Level Composites	2		N	Yes
1	Student File	X4PS1DEGTYPE1	X4 First degree or certificate at first institution pursued	F2 Student Level Composites	2		N	Yes
1	Student File	X4FB16ENRSTAT	X4 Enrollment timing and status as of February 2016	F2 Student Level Composites	2		N	Yes
1	Student File	X4ATPRLVLA	X4 Attainment and persistence at any institution: February 2016	F2 Student Level Composites	2		N	Yes
1	Student File	X4ATPRTFI	X4 Attainment and retention at first institution: February 2016	F2 Student Level Composites	2		N	Yes
1	Student File	X4PSENIRSTLV	X4 Enrollment status with level in February 2016	F2 Student Level Composites	2		N	Yes
1	Student File	X4PSLFSTFB16	X4 Postsecondary enrollment and labor force status	F2 Student Level Composites	2		N	Yes
1	Student File	X4ENTMJST	X4 Major considering upon postsecondary entry is in a science, technology, engineering, or math (STEM) field	F2 Student Level Composites	2		N	Yes
1	Student File	X4ENTMJSTNSF	X4 Major considering upon postsecondary entry is in an NSF STEM field	F2 Student Level Composites	2		N	Yes
1	Student File	X4ENTMJCTE	X4 Major considering upon postsecondary entry is in a CTE field	F2 Student Level Composites	2		N	Yes
1	Student File	X4ENTRYMAJ23	X4 Major considering upon postsecondary entry- 23 categories	F2 Student Level Composites	2		N	Yes
1	Student File	X4ENTRYMAJ2Y	X4 Major considering upon postsecondary entry, subbaccalaureate categories	F2 Student Level Composites	2		N	Yes
1	Student File	X4ENTRYMAJ4Y	X4 Major considering upon postsecondary entry, all and baccalaureate categories	F2 Student Level Composites	2		N	Yes
1	Student File	X4RFDGMJ16	X4 Reference degree major, 6 digit	F2 Student Level Composites	7		A	Yes
1	Student File	X4RFDGMJ12	X4 Reference degree major, 2 digit	F2 Student Level Composites	2		N	Yes
1	Student File	X4RFDGMJSTEM	X4 Reference degree's first major is STEM	F2 Student Level Composites	2		N	Yes
1	Student File	X4RFMJSTNSF	X4 Reference degree's first major is an NSF STEM field	F2 Student Level Composites	2		N	Yes
1	Student File	X4RFDGMJCTE	X4 Reference degree's first major is a CTE field	F2 Student Level Composites	2		N	Yes
1	Student File	X4RFDGMJ123	X4 Reference degree major - 23 categories	F2 Student Level Composites	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X4RFDGMJ12Y	X4 Reference degree major – subbaccalaureate categories	F2 Student Level Composites	2		N	Yes
1	Student File	X4RFDGMJ14Y	X4 Reference degree major – all and baccalaureate categories	F2 Student Level Composites	2		N	Yes
1	Student File	X4RFDGMJ26	X4 Reference degree second major, 6 digit	F2 Student Level Composites	7		A	Yes
1	Student File	X4RFDGMJ22	X4 Reference degree second major, 2 digit	F2 Student Level Composites	2		N	Yes
1	Student File	X4RFDGCOMP	X4 Completion status of reference degree/certificate by February 2016	F2 Student Level Composites	2		N	Yes
1	Student File	X4RFDGSAMEMAJ	X4 Major for reference degree is initial considered major	F2 Student Level Composites	2		N	Yes
1	Student File	X4SIBPSE	X4 Evidence exists of postsecondary enrollment by a sibling	F2 Student Level Composites	2		N	Yes
1	Student File	X4ANYJOB	X4 Imputed version of S4ANYJOB	F2 Student Level Composites	2		N	Yes
1	Student File	X4WORKING16FB	X4 Imputed version of S4WORKING16FB	F2 Student Level Composites	2		N	Yes
1	Student File	X4EMPHRSFB16	X4 Average hours worked in February 2016 job	F2 Student Level Composites	2		N	No
1	Student File	X4UNEMP16FB	X4 Imputed version of S4UNEMP16FB	F2 Student Level Composites	2		N	Yes
1	Student File	X4OCCFB2	X4 February 2016 occupation: 2-digit ONET-SOC code	F2 Student Level Composites	2		N	Yes
1	Student File	X4OCCFB6	X4 February 2016 occupation: 6-digit ONET-SOC code	F2 Student Level Composites	6		N	Yes
1	Student File	X4OCCFBSTEM1	X4 February 2016 occupation: STEM subdomain	F2 Student Level Composites	2		N	Yes
1	Student File	X4OCCFBSTEM2	X4 February 2016 occupation: STEM occupation type	F2 Student Level Composites	2		A	Yes
1	Student File	X4OCCFBMRST1	X4 February 2016 or most recent occupation: STEM subdomain	F2 Student Level Composites	2		N	Yes
1	Student File	X4OCCFBMRST2	X4 February 2016 or most recent occupation: STEM occupation type	F2 Student Level Composites	2		A	Yes
1	Student File	X4OCC1STEM1	X4 First job after high school – STEM subdomain	F2 Student Level Composites	2		N	Yes
1	Student File	X4OCC1STEM2	X4 First job after high school – STEM occupation type	F2 Student Level Composites	2		A	Yes
1	Student File	X4STU30OCC2	X4 Expected job at age 30: 2-digit ONET-SOC code	F2 Student Level Composites	2		N	Yes
1	Student File	X4STU30OCC6	X4 Expected job at age 30: 6-digit ONET-SOC code	F2 Student Level Composites	6		N	Yes
1	Student File	X4OCC30STEM1	X4 Expected occupation at age 30 – STEM sub-domain	F2 Student Level Composites	2		N	Yes
1	Student File	X4OCC30STEM2	X4 Expected occupation at age 30 – STEM occupation type	F2 Student Level Composites	2		A	Yes
1	Student File	X4OCC30RELATE	X4 Job at age 30 is related to February 2016/last job	F2 Student Level Composites	2		N	Yes
1	Student File	X4INCOMECA	X4 Respondent's income - categorical form	F2 Student Level Composites	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X4CHILDREN	X4 Imputed version of S4CHILDREN	F2 Student Level Composites	2		N	Yes
1	Student File	X4CHILDNUM	X4 Number of children	F2 Student Level Composites	2		N	No
1	Student File	X4PARDATE	X4 Date first became parent	F2 Student Level Composites	6		N	No
1	Student File	X4IMMIGEN	X4 Immigrant generation	F2 Student Level Composites	2		N	Yes
1	Student File	X4DISABLED	X4 Ever had disability or special need	F2 Student Level Composites	2		N	Yes
1	Student File	X4GENDERID	X4 Gender identity	F2 Student Level Composites	2		N	Yes
1	Student File	X4MATCHATMPT	X4 Match attempt indicator for extant data sources	F2 Student Level Composites	2		N	Yes
1	Student File	X4GEDMATCH	X4 GED Testing Program data match status (as of F2)	F2 Student Level Composites	2		N	Yes
1	Student File	X4NSLDSSTAT	X4 NSLDS match attempt indicator - (as of F2)	F2 Student Level Composites	2		N	Yes
1	Student File	X4CPS1314STAT	X4 CPS/FAFSA match attempt indicator - academic year 2013-14	F2 Student Level Composites	2		N	Yes
1	Student File	X4CPS1415STAT	X4 CPS/FAFSA match attempt indicator - academic year 2014-15	F2 Student Level Composites	2		N	Yes
1	Student File	X4CPS1516STAT	X4 CPS/FAFSA match attempt indicator - academic year 2015-16	F2 Student Level Composites	2		N	Yes
1	Student File	X4CPS1617STAT	X4 CPS/FAFSA match attempt indicator - academic year 2016-17	F2 Student Level Composites	2		N	Yes
1	Student File	X4CPS1718STAT	X4 CPS/FAFSA match attempt indicator - academic year 2017-18	F2 Student Level Composites	2		N	Yes
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	S1ADVBIO09	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1OTHENVSO9	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	S1SNOOTHTR	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	S1HRMHOMWK	S1 E15A Hours spent on math homework/studying on typical schoolday	BY Student Instrument	2		N	Yes
1	Student File	S1HRSHOMWK	S1 E15B Hours spent on science homework/studying on typical schoolday	BY Student Instrument	2		N	Yes
1	Student File	S1HROTHOMWK	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S1UPWARD BND	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2TRFINANCIAL	S2 A04E Transferred/homeschooled for financial reasons	F1 Student Instrument	2		N	Yes
1	Student File	S2TREXPPEL	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
1	Student File	S2OTHHSID2	S2 A12DB NCESID of second other high school attended	F1 Student Instrument	12		A	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	S2JOBBDV1	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	S2JOBBDV2	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S2AFFOCCTR	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
1	Student File	S2MNOEMPREG	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	S2EARTH1S12	S2 D22L Taking earth science spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2APENV1S12	S2 D22M Taking Advanced Placement (AP) environmental science	F1 Student Instrument	2		N	Yes
1	Student File	S2IBENV1S12	S2 D22N Taking IB Environmental Systems and Societies spring 2012	F1 Student Instrument	2		N	Yes
1	Student File	S2OTHENV1S12	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	S3HSCOMPPO	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S3APPPAFSA	S3 D01 Completed a FAFSA for teenager's education	U13 Student Instrument	2		N	Yes
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	S3CANAAFFORD	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	S3NOV1JOBOUT	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	S4PRE_01	S4 Preload indicator for high school credential and associated date	F2 Student Instrument	2		N	Yes
1	Student File	S4PRE_02	S4 Preload indicator for Algebra I grade level	F2 Student Instrument	2		N	Yes
1	Student File	S4PRE_03	S4 Preload indicator for high school transfer	F2 Student Instrument	2		N	Yes
1	Student File	S4PRE_04	S4 Preload indicator for college application variables available from 2013 Update	F2 Student Instrument	2		N	Yes
1	Student File	S4TMP_01	S4 Variable created in survey for routing around selected employment questions	F2 Student Instrument	2		N	Yes
1	Student File	S4HSCRED	S4 A01 Has high school credential and type	F2 Student Instrument	2		N	Yes
1	Student File	S4HSCREDMO	S4 A02A Month received high school credential	F2 Student Instrument	2		N	Yes
1	Student File	S4HSCREDYR	S4 A02B Year received high school credential	F2 Student Instrument	4		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4GEDSTATE	S4 A03 State from which received GED or high school equivalency	F2 Student Instrument	2		N	Yes
1	Student File	S4LASTHSMO	S4 A04A Month last attended high school	F2 Student Instrument	2		N	Yes
1	Student File	S4LASTHSYR	S4 A04B Year last attended high school	F2 Student Instrument	4		N	Yes
1	Student File	S4LASTHSGRADE	S4 A05 Grade level when last attended high school	F2 Student Instrument	2		N	Yes
1	Student File	S4LASTHSID	S4 A06A PSS or CCD ID: last high school attended	F2 Student Instrument	12		A	No
1	Student File	S4LASTHSCONTROL	S4 A06B PSS or CCD ID: last high school control	F2 Student Instrument	2		N	Yes
1	Student File	S4LASTHSLOCALE	S4 A06C PSS or CCD ID: last high school locale (urbanicity)	F2 Student Instrument	2		N	Yes
1	Student File	S4LASTHSREGION	S4 A06D PSS or CCD ID: last high school region	F2 Student Instrument	2		N	Yes
1	Student File	S4LASTHSCENDIV	S4 A06E PSS or CCD ID: last high school census geographic division	F2 Student Instrument	2		N	Yes
1	Student File	S4LASTHSSTATE	S4 A06F PSS or CCD ID: last high school state code	F2 Student Instrument	2		N	Yes
1	Student File	S4HSGPA	S4 A07 Average grades in high school	F2 Student Instrument	2		N	Yes
1	Student File	S4ALG1WHEN	S4 A08 When took Algebra I	F2 Student Instrument	2		N	Yes
1	Student File	S4HIMATH	S4 A09 Most advanced high school math course	F2 Student Instrument	2		N	Yes
1	Student File	S4HIMATH_I	S4 A09_I Most advanced high school math course - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4DROPOUTHS	S4 A10 Ever dropped out of high school	F2 Student Instrument	2		N	Yes
1	Student File	S4DROPOUTHS_I	S4 A10_I Ever dropped out of high school - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4TRANSFERHS	S4 A11 Ever transferred high schools	F2 Student Instrument	2		N	Yes
1	Student File	S4TRANSFERHS_I	S4 A11_I Ever transferred high schools - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4HSPGMEVER	S4 A12 Ever attended an adult high school completion program	F2 Student Instrument	2		N	Yes
1	Student File	S4HSPGM16FB	S4 A13 Attending an adult high school completion program in February 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4HSEQUEXAM	S4 A14 Ever took GED or any other high school equivalency test	F2 Student Instrument	2		N	Yes
1	Student File	S4HSEQUEXAM_I	S4 A14_I Ever took GED or any other high school equivalency test - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4HSEQEXAMPASS	S4 A15 Passed all parts of GED/high school equivalency test the first time	F2 Student Instrument	2		N	Yes
1	Student File	S4HSEQEXAMPASS_I	S4 A15_I Passed all parts of GED/high school equivalency test the first time - logical inference flag	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4HSEQUEXPECT	S4 A16 Expects to complete GED or high school equivalency by the end of 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4ANYDUALCRED	S4 A17 Ever earned dual enrollment credits from college or trade school	F2 Student Instrument	2		N	Yes
1	Student File	S4EVERAPPLY	S4 B01 Ever applied to college	F2 Student Instrument	2		N	Yes
1	Student File	S4WHENAPPLY	S4 B02 When applied to college	F2 Student Instrument	2		N	Yes
1	Student File	S4CLGAPPNUM	S4 B03 Number of colleges applied to when first applied	F2 Student Instrument	2		N	No
1	Student File	S4ATNDCLGAPP	S4 B04 Attended one of first colleges applied to	F2 Student Instrument	2		N	Yes
1	Student File	S4CLGID	S4 B05 IPEDS ID: college attended when first applied	F2 Student Instrument	6		N	No
1	Student File	S4CLGAPPID1	S4 B06 IPEDS ID: Other college applied to when first applied - 1	F2 Student Instrument	6		N	No
1	Student File	S4CLGAPPID2	S4 B07 IPEDS ID: Other college applied to when first applied - 2	F2 Student Instrument	6		N	No
1	Student File	S4CHOICEAPP	S4 B08A First choice among colleges applied to	F2 Student Instrument	2		N	Yes
1	Student File	S4CHOICEAPP_I	S4 B08A_I First choice among colleges applied to - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4CHOICEAPPID	S4 B08B First choice among colleges applied to - IPEDS ID	F2 Student Instrument	6		N	No
1	Student File	S4CHOICEAPPID_I	S4 B08B_I First choice among colleges applied to - IPEDS ID - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4APPSTATUS1	S4 B09A Outcome of first (other) application	F2 Student Instrument	2		N	Yes
1	Student File	S4APPSTATUS2	S4 B09B Outcome of second (other) application	F2 Student Instrument	2		N	Yes
1	Student File	S4CHOICEACC	S4 B10A First choice among colleges accepted to	F2 Student Instrument	2		N	Yes
1	Student File	S4CHOICEACC_I	S4 B10A_I First choice among colleges accepted to - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4CHOICEACCID	S4 B10B First choice among colleges accepted to - IPEDS ID	F2 Student Instrument	6		N	No
1	Student File	S4CHOICEACCID_I	S4 B10B_I First choice among colleges accepted to - IPEDS ID - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4REPUTATION	S4 B11A Importance of academic quality when choosing first college attended	F2 Student Instrument	2		N	Yes
1	Student File	S4COSTATTEND	S4 B11B Importance of cost of attendance when choosing first college attended	F2 Student Instrument	2		N	Yes
1	Student File	S4OFFERSFIELD	S4 B11C Importance of program offered when choosing first college attended	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4EVRATNDCLG	S4 B12 Ever attended college by the end of February 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4EVRATNDCLG_I	S4 B12_I Ever attended college by the end of February 2016 - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4NOENRACAD	S4 B13A Never attended college: academic reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4NOENRFAM	S4 B13B Never attended college: personal or family reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4NOENRFIN	S4 B13C Never attended college: financial reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4NOENRWRK	S4 B13D Never attended college: work, military, career reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4NOENRNONE	S4 B13E Never attended college: reason not listed	F2 Student Instrument	2		N	Yes
1	Student File	S4CLGATNDNUM	S4 B14 Number of colleges attended by the end of February 2016	F2 Student Instrument	2		N	No
1	Student File	S4BREAKACAD	S4 B15A Took break between high school and college: academic reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4BREAKFAM	S4 B15B Took break between high school and college: personal or family reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4BREAKFIN	S4 B15C Took break between high school and college: financial reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4BREAKWRK	S4 B15D Took break between high school and college: work, military, career	F2 Student Instrument	2		N	Yes
1	Student File	S4BREAKNONE	S4 B15E Took break between high school and college: reason not listed	F2 Student Instrument	2		N	Yes
1	Student File	S4CLGFTPT	S4 B16 Enrolled full-time or part-time in college	F2 Student Instrument	2		N	Yes
1	Student File	S4TRANSFERCLG	S4 B17 Ever left one college for another	F2 Student Instrument	2		N	Yes
1	Student File	S4TRANSFERACAD	S4 B18A Changed colleges: academic reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4TRANSFERFAM	S4 B18B Changed colleges: personal or family reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4TRANSFERFIN	S4 B18C Changed colleges: financial reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4TRANSFERWRK	S4 B18D Changed colleges: work, military, career reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4TRANSFERNONE	S4 B18E Changed colleges: reason not listed	F2 Student Instrument	2		N	Yes
1	Student File	S4LEFTACAD	S4 B19A Left college without completing: academic reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4LEFTFAM	S4 B19B Left college without completing: personal or family reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4LEFTFIN	S4 B19C Left college without completing: financial reasons	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4LEFTWRK	S4 B19D Left college without completing: work, military, career reasons	F2 Student Instrument	2		N	Yes
1	Student File	S4LEFTNONE	S4 B19E Left college without completing: reason not listed	F2 Student Instrument	2		N	Yes
1	Student File	S4BACHELOR3YRS	S4 B20 Plans to enroll in a bachelor's program within the next three years	F2 Student Instrument	2		N	Yes
1	Student File	S4EDUEXP	S4 B21 Highest level of education expected	F2 Student Instrument	2		N	Yes
1	Student File	S4EDUEXPPAR	S4 B22 Highest level of education expected by parents	F2 Student Instrument	2		N	Yes
1	Student File	S4MLEARN	S4 B23A Most people can learn to be good at math	F2 Student Instrument	2		N	Yes
1	Student File	S4MBORN	S4 B23B Have to be born with the ability to be good at math	F2 Student Instrument	2		N	Yes
1	Student File	S4SLEARN	S4 B23C Most people can learn to be good at science	F2 Student Instrument	2		N	Yes
1	Student File	S4SBORN	S4 B23D Have to be born with the ability to be good at science	F2 Student Instrument	2		N	Yes
1	Student File	S4MPERSON1	S4 B24A Sees self as a math person	F2 Student Instrument	2		N	Yes
1	Student File	S4MPERSON2	S4 B24B Others see as a math person	F2 Student Instrument	2		N	Yes
1	Student File	S4SPERSON1	S4 B24C Sees self as a science person	F2 Student Instrument	2		N	Yes
1	Student File	S4SPERSON2	S4 B24D Others see as a science person	F2 Student Instrument	2		N	Yes
1	Student File	S4TPERSON1	S4 B25A Sees self as good at solving problems using computers	F2 Student Instrument	2		N	Yes
1	Student File	S4TPERSON2	S4 B25B Others see as good at solving problems using computers	F2 Student Instrument	2		N	Yes
1	Student File	S4EPERSON1	S4 B25C Sees self as good at figuring out how mechanical/electrical things work	F2 Student Instrument	2		N	Yes
1	Student File	S4EPERSON2	S4 B25D Others see as good at figuring out how mechanical/electrical things work	F2 Student Instrument	2		N	Yes
1	Student File	S4FIELD	S4 B26A Major most seriously considered initially	F2 Student Instrument	150		A	No
1	Student File	S4FIELD2	S4 B26B 2-digit CIP code of major most seriously considered initially	F2 Student Instrument	2		N	Yes
1	Student File	S4FIELD6	S4 B26C 6-digit CIP code of major most seriously considered initially	F2 Student Instrument	7		A	Yes
1	Student File	S4DECLAREMAJ	S4 B27 Has declared major for Feb 2016/most recent degree/certificate	F2 Student Instrument	2		N	Yes
1	Student File	S4DECIDMAJ	S4 B28 Has decided upon major for Feb 2016/most recent degree/certificate	F2 Student Instrument	2		N	Yes
1	Student File	S4MAJENJOY	S4 B29A Chose reference major: enjoy the courses	F2 Student Instrument	2		N	Yes
1	Student File	S4MAJDOWELL	S4 B29B Chose reference major: do well in the courses	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4MAJEARNING	S4 B29C Chose reference major: high earning potential	F2 Student Instrument	2		N	Yes
1	Student File	S4MAJBALANCE	S4 B29D Chose reference major: balance work/personal life	F2 Student Instrument	2		N	Yes
1	Student File	S4MAJEMPLOY	S4 B29E Chose reference major: employment opportunities	F2 Student Instrument	2		N	Yes
1	Student File	S4MAJCONTRIB	S4 B29F Chose reference major: to contribute to society	F2 Student Instrument	2		N	Yes
1	Student File	S4MAJENCRG	S4 B29G Chose reference major: someone encouraged chosen major	F2 Student Instrument	2		N	Yes
1	Student File	S4MAJMAINRSN	S4 B30 Main reason chose reference major	F2 Student Instrument	2		N	Yes
1	Student File	S4MAJMAINRSN_I	S4 B30_I Main reason chose reference major - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGNAVAIL	S4 B31A Changed major: initially considered major not available	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGNENJOY	S4 B31B Changed major: did not enjoy initially considered major courses	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGNDOWELL	S4 B31C Changed major: did not do well in initially considered major courses	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGNEARNING	S4 B31D Changed major: lower earning of initially considered major grads	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGNBALANCE	S4 B31E Changed major: work-life balance hard for initial considered major grads	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGNEMPLOY	S4 B31F Changed major: not enough jobs for initially considered major grads	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGNCONTRIB	S4 B31G Changed major: initially considered major unlikely contribute to society	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGNENCRG	S4 B31H Changed major: someone discouraged initially considered major	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGNFITIN	S4 B31I Changed major: did not fit in with people in initially considered major	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGNSCHED	S4 B31J Changed major: initially considered major course schedule got in way	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGINTEREST	S4 B31K Changed major: became more interested in chosen major	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGJOBRSN	S4 B31L Changed major: liked job opportunities for chosen major better	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGMAINRSN	S4 B32 Main reason for changing majors	F2 Student Instrument	2		N	Yes
1	Student File	S4CHGMAINRSN_I	S4 B32_I Main reason for changing majors - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4MAJCHGNUM	S4 B33 Number of times changed major for reference degree/certificate	F2 Student Instrument	2		N	Yes
1	Student File	S4MTHCOURSE	S4 B34A Took math department courses since high school	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4SCICOURSE	S4 B34B Took natural science courses since high school	F2 Student Instrument	2		N	Yes
1	Student File	S4CSICOURSE	S4 B34C Took computer science or tech department courses since high school	F2 Student Instrument	2		N	Yes
1	Student File	S4ENGCOURSE	S4 B34D Took engineering department courses since high school	F2 Student Instrument	2		N	Yes
1	Student File	S4MTHMF	S4 B35A Instructors treat male and female students differently: math department	F2 Student Instrument	2		N	Yes
1	Student File	S4SCIMF	S4 B35B Instructors treat male and female students differently: science dept	F2 Student Instrument	2		N	Yes
1	Student File	S4CSIMF	S4 B35C Instructors treat male and female students differently: comp sci dept	F2 Student Instrument	2		N	Yes
1	Student File	S4ENGMF	S4 B35D Instructors treat male and female students differently: engineering dept	F2 Student Instrument	2		N	Yes
1	Student File	S4MTHRC	S4 B36A Instructors treat students of different races differently: math	F2 Student Instrument	2		N	Yes
1	Student File	S4SCIRC	S4 B36B Instructors treat students of different races differently: science	F2 Student Instrument	2		N	Yes
1	Student File	S4CSIRC	S4 B36C Instructors treat students of different races differently: computer sci	F2 Student Instrument	2		N	Yes
1	Student File	S4ENGRC	S4 B36D Instructors treat students of different races differently: engineering	F2 Student Instrument	2		N	Yes
1	Student File	S4REMEDIAL	S4 B37 Took remedial courses since high school	F2 Student Instrument	2		N	Yes
1	Student File	S4HELPCRSEVER	S4 B38 Requested help for college course	F2 Student Instrument	2		N	Yes
1	Student File	S4HELPCRSMTH	S4 B39A Requested help for college course: math	F2 Student Instrument	2		N	Yes
1	Student File	S4HELPCRSSCI	S4 B39B Requested help for college course: science	F2 Student Instrument	2		N	Yes
1	Student File	S4HELPCRSCSI	S4 B39C Requested help for college course: computer science/technology	F2 Student Instrument	2		N	Yes
1	Student File	S4HELPCRSENG	S4 B39D Requested help for college course: engineering	F2 Student Instrument	2		N	Yes
1	Student File	S4HELPCRSENGL	S4 B39E Requested help for college course: English	F2 Student Instrument	2		N	Yes
1	Student File	S4HELPCRSTH	S4 B39F Requested help for college course: other subject not listed	F2 Student Instrument	2		N	Yes
1	Student File	S4SRVFINAID	S4 B40A Service used: advice or counseling about financial aid	F2 Student Instrument	2		N	Yes
1	Student File	S4SRVACAD	S4 B40B Service used: academic support services	F2 Student Instrument	2		N	Yes
1	Student File	S4SRVCAREER	S4 B40C Service used: career planning or job placement services	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4SRVNONE	S4 B40D Service used: Did not use any of listed services	F2 Student Instrument	2		N	Yes
1	Student File	S4RESEARCH	S4 B41A Postsecondary experiences: Research project with faculty member	F2 Student Instrument	2		N	Yes
1	Student File	S4STUDYABROAD	S4 B41B Postsecondary experiences: Study abroad	F2 Student Instrument	2		N	Yes
1	Student File	S4COMMSRV	S4 B41C Postsecondary experiences: Community-based project as part of a course	F2 Student Instrument	2		N	Yes
1	Student File	S4ONLINEPGM	S4 B42 Ever enrolled in program entirely online	F2 Student Instrument	2		N	Yes
1	Student File	S4ONCAMPUS	S4 B43 Lived on or off campus	F2 Student Instrument	2		N	Yes
1	Student File	S4ONCAMPUS_I	S4 B43_I Lived on or off campus - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4PRVLOAN	S4 B44 Took out a private loan for college education	F2 Student Instrument	2		N	Yes
1	Student File	S4PRVLOANAMT	S4 B45 Total amount of private loans for college education	F2 Student Instrument	6		N	No
1	Student File	S4PRVLOANEST	S4 B46 Estimate of total amount of private loans for college education	F2 Student Instrument	2		N	Yes
1	Student File	S4PRVLOANEST_I	S4 B46_I Estimate of total amount of private loans for college education - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4VETEDBEN	S4 B47A Received veteran's education benefits	F2 Student Instrument	2		N	Yes
1	Student File	S4EMPSCHLSHIP	S4 B47B Received scholarship/tuition reimbursement from employer/parent employer	F2 Student Instrument	2		N	Yes
1	Student File	S4PRVSCHLSHIP	S4 B47C Received scholarship from private organization	F2 Student Instrument	2		N	Yes
1	Student File	S4GOODINVEST	S4 B48 College will be good financial investment	F2 Student Instrument	2		N	Yes
1	Student File	S4WRKPGM	S4 C01 Participated in work experience program	F2 Student Instrument	2		N	Yes
1	Student File	S4WRKPGMPAID	S4 C02 Last work experience program paid or unpaid	F2 Student Instrument	2		N	Yes
1	Student File	S4PROFCERT	S4 C03 Had professional certification or a state or industry license	F2 Student Instrument	2		N	Yes
1	Student File	S4PROFCERT_I	S4 C03_I Had professional certification or a state or industry license - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4WRK1213	S4 C04A Worked for pay while attending college: 2012-2013 school year	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4WRK1314	S4 C04B Worked for pay while attending college: 2013-2014 school year	F2 Student Instrument	2		N	Yes
1	Student File	S4WRK1415	S4 C04C Worked for pay while attending college: 2014-2015 school year	F2 Student Instrument	2		N	Yes
1	Student File	S4WRK1516	S4 C04D Worked for pay while attending college: 2015-2016 school year	F2 Student Instrument	2		N	Yes
1	Student File	S4WRKHRS1213	S4 C05A Hours per week worked while attending college: 2012-2013 school year	F2 Student Instrument	3		N	No
1	Student File	S4WRKHRS1314	S4 C05B Hours per week worked while attending college: 2013-2014 school year	F2 Student Instrument	3		N	No
1	Student File	S4WRKHRS1415	S4 C05C Hours per week worked while attending college: 2014-2015 school year	F2 Student Instrument	3		N	No
1	Student File	S4WRKHRS1516	S4 C05D Hours per week worked while attending college: 2015-2016 school year	F2 Student Instrument	3		N	No
1	Student File	S4STUDOREMP	S4 C06 Primarily student who worked or employee who went to school	F2 Student Instrument	2		N	Yes
1	Student File	S4WRKINTERFERE	S4 C07 Work schedule interfered with academic performance in college	F2 Student Instrument	2		N	Yes
1	Student File	S4EVRMILITARY	S4 C08 Served in Armed Forces	F2 Student Instrument	2		N	Yes
1	Student File	S4MLTSTARTM	S4 C09A Month started military service	F2 Student Instrument	2		N	Yes
1	Student File	S4MLTSTARTY	S4 C09B Year started military service	F2 Student Instrument	4		N	Yes
1	Student File	S4MLT16FB	S4 C10 Serving in the military in February 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4MLT16FB_I	S4 C10_I Serving in the military in February 2016 - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4MLTENDM	S4 C11A Month ended military service	F2 Student Instrument	2		N	Yes
1	Student File	S4MLTENDY	S4 C11B Year ended military service	F2 Student Instrument	4		N	Yes
1	Student File	S4MLTCOMP	S4 C12 Military component (active duty, Reserves, National Guard)	F2 Student Instrument	2		N	Yes
1	Student File	S4MLTGRADE	S4 C13 Highest military pay grade	F2 Student Instrument	2		N	Yes
1	Student File	S4ARMY	S4 C14A Branch(es) of the military served: Army	F2 Student Instrument	2		N	Yes
1	Student File	S4AIRFORCE	S4 C14B Branch(es) of the military served: Air Force	F2 Student Instrument	2		N	Yes
1	Student File	S4MARINES	S4 C14C Branch(es) of the military served: Marines	F2 Student Instrument	2		N	Yes
1	Student File	S4NAVY	S4 C14D Branch(es) of the military served: Navy	F2 Student Instrument	2		N	Yes
1	Student File	S4COASTGRD	S4 C14E Branch(es) of the military served: Coast Guard	F2 Student Instrument	2		N	Yes
1	Student File	S4ACTIVEDUTY	S4 C15 Served on active duty	F2 Student Instrument	2		N	Yes
1	Student File	S4ACTIVEDUTY_I	S4 C15_I Served on active duty - logical inference flag	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4COMBATZN	S4 C16 Served in a combat zone	F2 Student Instrument	2		N	Yes
1	Student File	S4ANYJOB	S4 C17 Had any jobs for pay since high school	F2 Student Instrument	2		N	Yes
1	Student File	S4ANYJOB_I	S4 C17_I Had any jobs for pay since high school - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4NUMBERJOBS	S4 C18 Number of jobs for pay since high school	F2 Student Instrument	2		N	No
1	Student File	S4WORKSTARTM	S4 C19A Month started first job after high school	F2 Student Instrument	2		N	Yes
1	Student File	S4WORKSTARTY	S4 C19B Year started first job after high school	F2 Student Instrument	4		N	Yes
1	Student File	S4WORKING16FB	S4 C20 Working for pay in any job in February 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4WORKING16FB_I	S4 C20_I Working for pay in any job in February 2016 - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4WORKENDM	S4 C21A Month last worked for pay before February 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4WORKENDY	S4 C21B Year last worked for pay before February 2016	F2 Student Instrument	4		N	Yes
1	Student File	S4JOBTITLE1	S4 C22A Job title of first job after high school	F2 Student Instrument	87		A	No
1	Student File	S4JOBODY1	S4 C22B Job duties of first job after high school	F2 Student Instrument	150		A	No
1	Student File	S4JOB21	S4 C22C 2 digit code for first job after high school	F2 Student Instrument	2		N	Yes
1	Student File	S4JOB61	S4 C22D 6 digit code for first job after high school	F2 Student Instrument	6		N	Yes
1	Student File	S4EMPLOYER01	S4 C23 First employer: self-employed, United States military, other	F2 Student Instrument	2		N	Yes
1	Student File	S4SAMEJOB1	S4 C24 Worked in same job for same employer in Feb 2016 or last month worked	F2 Student Instrument	2		N	Yes
1	Student File	S4SAMEJOB1_I	S4 C24_I Worked in same job for same employer in Feb 2016 or last month worked - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4JOBENDM1	S4 C25A Month left first job after high school	F2 Student Instrument	2		N	Yes
1	Student File	S4JOBENDM1_I	S4 C25A_I Month left first job after high school - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4JOBENDY1	S4 C25B Year left first job after high school	F2 Student Instrument	4		N	Yes
1	Student File	S4JOBENDY1_I	S4 C25B_I Year left first job after high school - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4OFFWORK1	S4 C26 Took month or more off besides vacation/sick: first job after HS	F2 Student Instrument	2		N	Yes
1	Student File	S4OFFWORK1_I	S4 C26_I Took month or more off besides vacation/sick: first job after HS - logical inference flag	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4EARNAMT1	S4 C27A Amount earned for first job after high school	F2 Student Instrument	9	2	N	No
1	Student File	S4EARNUNIT1	S4 C27B Amount earned pay period for first job after high school	F2 Student Instrument	2		N	Yes
1	Student File	S4WORKENR1	S4 C28 Worked while also attending college: first job after high school	F2 Student Instrument	2		N	Yes
1	Student File	S4WORKENR1_I	S4 C28_I Worked while also attending college: first job after high school - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4WORKHREN1	S4 C29 Hours worked while attending college: first job after high school	F2 Student Instrument	3		N	No
1	Student File	S4WORKHREN1_I	S4 C29_I Hours worked while attending college: first job after high school - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4WORKNENR1	S4 C30 Worked while not attending college: first job after high school	F2 Student Instrument	2		N	Yes
1	Student File	S4WORKNENR1_I	S4 C30_I Worked while not attending college: first job after high school - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4WORKHRNENR1	S4 C31 Hours worked while not attending college: first job after high school	F2 Student Instrument	3		N	No
1	Student File	S4WORKHRNENR1_I	S4 C31_I Hours worked while not attending college: first job after high school - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4SAMEJOB2	S4 C32 Worked in same job/for same employer in February 2016/last date worked	F2 Student Instrument	2		N	Yes
1	Student File	S4SAMEJOB2_I	S4 C32_I Worked in same job/for same employer in February 2016/last date worked - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4JOBTITLE2	S4 C33A February 2016/last job title	F2 Student Instrument	93		A	No
1	Student File	S4JOBTITLE2_I	S4 C33A_I February 2016/last job title - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4JOBBDUTY2	S4 C33B February 2016/last job duties	F2 Student Instrument	150		A	No
1	Student File	S4JOBBDUTY2_I	S4 C33B_I February 2016/last job duties - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4JOB22	S4 C33C 2 digit code for February 2016/last job	F2 Student Instrument	2		N	Yes
1	Student File	S4JOB22_I	S4 C33C_I 2 digit code for February 2016/last job - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4JOB62	S4 C33D 6 digit code for February 2016/last job	F2 Student Instrument	6		N	Yes
1	Student File	S4JOB62_I	S4 C33D_I 6 digit code for February 2016/last job - logical inference flag	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4EMPLOYER02	S4 C34 February 2016/last job: self-employed, United States military, other	F2 Student Instrument	2		N	Yes
1	Student File	S4EMPLOYER02_I	S4 C34_I February 2016/last job: self-employed, United States military, other - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4STARTJOBM2	S4 C35A Month started February 2016/last job	F2 Student Instrument	2		N	Yes
1	Student File	S4STARTJOBM2_I	S4 C35A_I Month started February 2016/last job - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4STARTJOBY2	S4 C35B Year started February 2016/last job	F2 Student Instrument	4		N	Yes
1	Student File	S4STARTJOBY2_I	S4 C35B_I Year started February 2016/last job - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4OFFWORK2	S4 C36 Took month or more off besides vacation/sick: Feb 2016/last job	F2 Student Instrument	2		N	Yes
1	Student File	S4OFFWORK2_I	S4 C36_I Took month or more off besides vacation/sick: Feb 2016/last job - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4EARNAMT2	S4 C37A Amount earned for February 2016/last job	F2 Student Instrument	9	2	N	No
1	Student File	S4EARNUNIT2	S4 C37B Amount earned pay period for February 2016/last job	F2 Student Instrument	2		N	Yes
1	Student File	S4BENHLTH2	S4 C38A Benefits offered in Feb 2016/last job: Health insurance	F2 Student Instrument	2		N	Yes
1	Student File	S4BENLIFE2	S4 C38B Benefits offered in Feb 2016/last job: Life insurance	F2 Student Instrument	2		N	Yes
1	Student File	S4BENRET2	S4 C38C Benefits offered in Feb 2016/last job: Retirement/financial benefits	F2 Student Instrument	2		N	Yes
1	Student File	S4BENEDU2	S4 C38D Benefits offered in Feb 2016/last job: Scholarship/tuition reimbursement	F2 Student Instrument	2		N	Yes
1	Student File	S4BENVACTN2	S4 C38E Benefits offered in Feb 2016/last job: Paid vacation/sick/personal days	F2 Student Instrument	2		N	Yes
1	Student File	S4WORKENR2	S4 C39 Worked while also attending college: February 2016/last job	F2 Student Instrument	2		N	Yes
1	Student File	S4WORKHRENR2	S4 C40 Hours worked while attending college: February 2016/last job	F2 Student Instrument	3		N	No
1	Student File	S4WORKNENR2	S4 C41 Worked while not attending college: February 2016/last job	F2 Student Instrument	3		N	Yes
1	Student File	S4WORKNENR2_I	S4 C41_I Worked while not attending college: February 2016/last job - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4WORKHRNENR2	S4 C42 Hours worked while not attending college: February 2016/last job	F2 Student Instrument	3		N	No
1	Student File	S4WANTXHRS2	S4 C43 Wanted to work more hours: February 2016/last job	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4JOBSAT2	S4 C44 Job satisfaction: February 2016/last job	F2 Student Instrument	2		N	Yes
1	Student File	S4APPRENTICE2	S4 C45 Job is apprenticeship: February 2016/last job	F2 Student Instrument	2		N	Yes
1	Student File	S4LCNSE4JOB2	S4 C46 Job requires license from government agency: February 2016/last job	F2 Student Instrument	2		N	Yes
1	Student File	S4LCNSE4JOB2_I	S4 C46_I Job requires license from government agency: February 2016/last job - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4UNEMP16FB	S4 C47 Actively looking for work in February 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4UNEMPEVER	S4 C48 Ever unemployed for month/more between leaving high school and Feb 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4UNEMPEVER_I	S4 C48_I Ever unemployed for month/more between leaving high school and Feb 2016 - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4UNEMPDUR	S4 C49 Longest time (in months) unemployed and actively looking for work	F2 Student Instrument	2		N	No
1	Student File	S4UNEMPDUR_I	S4 C49_I Longest time (in months) unemployed and actively looking for work - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4UNEMPFREQ	S4 C50 How many times, lasting a month or longer, unemployed	F2 Student Instrument	2		N	No
1	Student File	S4UNEMPFREQ_I	S4 C50_I How many times, lasting a month or longer, unemployed - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4UNEMPCOMP	S4 C51 Received unemployment compensation	F2 Student Instrument	2		N	Yes
1	Student File	S4UNEMPCOMP_I	S4 C51_I Received unemployment compensation - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4OCC30	S4 C52 Job at age 30: Job title	F2 Student Instrument	150		A	No
1	Student File	S4OCC30CERTAIN	S4 C53 Certainty about job at age 30	F2 Student Instrument	2		N	Yes
1	Student File	S4OCC30RELATE	S4 C54 Job at age 30 is related to February 2016/last job	F2 Student Instrument	2		N	Yes
1	Student File	S4OCC30RELATE_I	S4 C54_I Job at age 30 is related to February 2016/last job - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4OCC30EARN	S4 C55 Expected yearly salary at age 30	F2 Student Instrument	8		N	No
1	Student File	S4JOBCONTRIB	S4 C56A Importance of contributing to society compared to salary	F2 Student Instrument	2		N	Yes
1	Student File	S4JOBBALANCE	S4 C56B Importance of balancing work and personal life compared to salary	F2 Student Instrument	2		N	Yes
1	Student File	S4JOBDECISION	S4 C56C Importance of deciding on how to get work done compared to salary	F2 Student Instrument	2		N	Yes
1	Student File	S4JOBSECURE	S4 C56D Importance of job security compared to salary	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4LOCATION	S4 C56E Importance of geographic location compared to salary	F2 Student Instrument	2		N	Yes
1	Student File	S4JOBTEAMWRK	S4 C56F Importance of working with team compared to salary	F2 Student Instrument	2		N	Yes
1	Student File	S4DSCRMNTNED	S4 C57A Discriminated against: limited educational opportunities	F2 Student Instrument	2		N	Yes
1	Student File	S4DSCRMNTNWK	S4 C57B Discriminated against: limited work opportunities	F2 Student Instrument	2		N	Yes
1	Student File	S4SIBCLG	S4 D01 Has siblings who went to college (before respondent did)	F2 Student Instrument	2		N	Yes
1	Student File	S4FRNDSTARTCLG	S4 D02 How many close friends started college or trade school	F2 Student Instrument	2		N	Yes
1	Student File	S4FRNDLEFTCLG	S4 D03 How many close friends dropped out or stopped out of college	F2 Student Instrument	2		N	Yes
1	Student File	S4MARITALSTAT	S4 D04 Marital status	F2 Student Instrument	2		N	Yes
1	Student File	S4MARRIAGEM	S4 D05A Month of first marriage	F2 Student Instrument	2		N	Yes
1	Student File	S4MARRIAGEY	S4 D05B Year of first marriage	F2 Student Instrument	4		N	Yes
1	Student File	S4SPSCLG	S4 D06 Spouse/partner was attending college in February 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4SPSDEGPGM	S4 D07 Type of degree/certificate spouse/partner working on in Feb 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4SPOUSEED	S4 D08 Spouse's/partner's education level	F2 Student Instrument	2		N	Yes
1	Student File	S4CHILDREN	S4 D09 Has child(ren)	F2 Student Instrument	2		N	Yes
1	Student File	S4BIOCHILDNUM	S4 D10A Number of biological children	F2 Student Instrument	2		N	No
1	Student File	S4BIOCHILDNUM_I	S4 D10A_I Number of biological children - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4ADPTCHILDNUM	S4 D10B Number of adopted children	F2 Student Instrument	2		N	No
1	Student File	S4ADPTCHILDNUM_I	S4 D10B_I Number of adopted children - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4STEPCHILDNUM	S4 D10C Number of stepchildren	F2 Student Instrument	2		N	No
1	Student File	S4STEPCHILDNUM_I	S4 D10C_I Number of stepchildren - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4CHILDBORN	S4 D11A Month first biological child was born	F2 Student Instrument	2		N	Yes
1	Student File	S4CHILDBORNY	S4 D11B Year first biological child was born	F2 Student Instrument	4		N	Yes
1	Student File	S4ADOPTM	S4 D12A Month first adopted child was adopted	F2 Student Instrument	2		N	Yes
1	Student File	S4ADOPTY	S4 D12B Year first adopted child was adopted	F2 Student Instrument	4		N	Yes
1	Student File	S4STEPPARM	S4 D13A Month first became stepparent	F2 Student Instrument	2		N	Yes
1	Student File	S4STEPPARY	S4 D13B Year first became stepparent	F2 Student Instrument	4		N	Yes
1	Student File	S4LIVEKIDAMT	S4 D14 Amount of time lives with child(ren)	F2 Student Instrument	2		N	Yes
1	Student File	S4LIVEPARENT	S4 D15A Live with: parents or guardians	F2 Student Instrument	2		N	Yes
1	Student File	S4LIVESPSPTNR	S4 D15B Live with: Spouse, partner, girlfriend or boyfriend	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4LIVECLGFRND	S4 D15C Live with: friend or roommates from reference college	F2 Student Instrument	2		N	Yes
1	Student File	S4LIVEOTHKIDS	S4 D15D Live with: Children other than own	F2 Student Instrument	2		N	Yes
1	Student File	S4LIVEOTHFRND	S4 D15E Live with: other friends, roommates, or adult family members	F2 Student Instrument	2		N	Yes
1	Student File	S4LIVENONE	S4 D15F Live with: no one	F2 Student Instrument	2		N	Yes
1	Student File	S4ZIP16FB	S4 D16 Zip code for residence in February 2016	F2 Student Instrument	5		A	No
1	Student File	S4CONTRIBUTE	S4 D17 Contributes to parents' household expenses	F2 Student Instrument	2		N	Yes
1	Student File	S4RENTAMT	S4 D18 Amount of housing payment or contribution	F2 Student Instrument	5		N	No
1	Student File	S4INCOME	S4 D19 Respondent's income - continuous form	F2 Student Instrument	6		N	No
1	Student File	S4INCOMECAT	S4 D20 Respondent's income - categorical form	F2 Student Instrument	2		N	Yes
1	Student File	S4INCOMECAT_I	S4 D20_I Respondent's income - categorical form - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4INCOMESPS	S4 D21 Spouse's income - continuous form	F2 Student Instrument	6		N	No
1	Student File	S4INCOMESPCAT	S4 D22 Spouse's income - categorical form	F2 Student Instrument	2		N	Yes
1	Student File	S4INCOMESPCAT_I	S4 D22_I Spouse's income - categorical form - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4DEPCHILD	S4 D23 Provides more than half of financial support for own child(ren)	F2 Student Instrument	2		N	Yes
1	Student File	S4DEPCHILDNUM	S4 D24 Number of children receive more than half support from respondent	F2 Student Instrument	2		N	No
1	Student File	S4DEPCHILDNUM_I	S4 D24_I Number of children receive more than half support from respondent - logical inference flag	F2 Student Instrument	2		N	Yes
1	Student File	S4DEPOTH	S4 D25 Has other dependents	F2 Student Instrument	2		N	Yes
1	Student File	S4DEPOTHNUM	S4 D26 Number of other dependents	F2 Student Instrument	2		N	No
1	Student File	S4GOVTBEN	S4 D27 Household received government benefits	F2 Student Instrument	2		N	Yes
1	Student File	S4PARCHILDCR	S4 D28A Parents paid: expenses for children or provided childcare	F2 Student Instrument	2		N	Yes
1	Student File	S4PARHOUSING	S4 D28B Parents paid: rent, room and board, or mortgage	F2 Student Instrument	2		N	Yes
1	Student File	S4PARHEALTH	S4 D28C Parents paid: health care expenses	F2 Student Instrument	2		N	Yes
1	Student File	S4PAREDFEE	S4 D28D Parents paid: education expenses such as tuition	F2 Student Instrument	2		N	Yes
1	Student File	S4PARBILLS	S4 D28E Parents paid: monthly bills, utilities, car payment, credit card bills	F2 Student Instrument	2		N	Yes
1	Student File	S4EVERWRYMNY	S4 D29A Worried about having enough money for regular expenses in 2015	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4EVERCRDBAL	S4 D29B Carried balance on a credit card in 2015	F2 Student Instrument	2		N	Yes
1	Student File	S4EVERBRWMORE	S4 D29C Increased borrowing or use of credit cards to pay expenses in 2015	F2 Student Instrument	2		N	Yes
1	Student File	S4EVERWRKMORE	S4 D29D Worked more hours to pay for expenses in 2015	F2 Student Instrument	2		N	Yes
1	Student File	S4EXPENSE500	S4 D30 Could pay for an unexpected expense of \$500 in 2015	F2 Student Instrument	2		N	Yes
1	Student File	S4HRSVOLUNTR	S4 D31 Hours per month volunteering in 2015	F2 Student Instrument	5	2	N	No
1	Student File	S4REGVOTE	S4 D32 Registered to vote in February 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4USBORN	S4 D33 Born in the United States	F2 Student Instrument	2		N	Yes
1	Student File	S4CITIZEN	S4 D34 Citizenship in February 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4BIRTHSEX	S4 D35 Birth Sex	F2 Student Instrument	2		N	Yes
1	Student File	S4MALE	S4 D36A Gender: male	F2 Student Instrument	2		N	Yes
1	Student File	S4FEMALE	S4 D36B Gender: female	F2 Student Instrument	2		N	Yes
1	Student File	S4TRANSMTF	S4 D36C Gender: transgender, male-to-female	F2 Student Instrument	2		N	Yes
1	Student File	S4TRANSFTM	S4 D36D Gender: transgender, female-to-male	F2 Student Instrument	2		N	Yes
1	Student File	S4OTHGENDER	S4 D36E Gender: Genderqueer or gender nonconforming, or some other gender	F2 Student Instrument	2		N	Yes
1	Student File	S4DKGENDER	S4 D36F Gender: Not sure	F2 Student Instrument	2		N	Yes
1	Student File	S4ORIENTATION	S4 D37 Sexual orientation	F2 Student Instrument	2		N	Yes
1	Student File	S4DIFCONC	S4 D38 Ever had difficulty concentrating/remembering/deciding	F2 Student Instrument	2		N	Yes
1	Student File	S4MHDISBL	S4 D39 Difficulty concentrating/remembering/deciding due to mental health	F2 Student Instrument	2		N	Yes
1	Student File	S4ADHD	S4 D40 Ever diagnosed with ADHD or ADD by health or education professional	F2 Student Instrument	2		N	Yes
1	Student File	S4LEARNDISBL	S4 D41 Ever had learning disability	F2 Student Instrument	2		N	Yes
1	Student File	S4DEAF	S4 D42A Ever had deafness/serious hearing difficulty	F2 Student Instrument	2		N	Yes
1	Student File	S4BLIND	S4 D42B Ever had blindness/serious difficulty seeing	F2 Student Instrument	2		N	Yes
1	Student File	S4OTHDISBL	S4 D43 Ever had any other disability or special need not already listed	F2 Student Instrument	2		N	Yes
1	Student File	S4INFORMEDCLG	S4 D44 Ever informed college or trade school of disability or special need	F2 Student Instrument	2		N	Yes
1	Student File	S4ACCOMODATION	S4 D45 Received accommodations for disability from any college or trade school	F2 Student Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	S4PARDIVORCE	S4 D46A Parents/guardians got divorced/separated between HS and Feb 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4PARLOSTJOB	S4 D46B One of parents/guardians lost job between HS and Feb 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4LOSTJOB	S4 D46C Respondent lost job between HS and Feb 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4PARDIED	S4 D47A Parent/guardian died between HS and Feb 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4RELDIED	S4 D47B Close relative/friend died between HS and Feb 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4ILLDIS	S4 D47C Respondent became seriously ill or disabled between HS and Feb 2016	F2 Student Instrument	2		N	Yes
1	Student File	S4FAMILLDIS	S4 D47D Parent/guardian, sibling seriously ill/disabled btwn HS and Feb 2016	F2 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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	P1OTHLANG	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	P1JOBONET1_STEM1	P1 C08D Parent 1's job's STEM code 1 (sub-domain)	BY Parent Instrument	2		N	Yes
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	P1JOBDEV1	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	P1JOBDEV2	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	P1HWOFTEEN	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
1	Student File	P2SAMER	P2 A04 Same respondent as the base year	F1 Parent Instrument	2		N	Yes
1	Student File	P2HHPPARENT	P2 A05 Teen has parent(s) living in household	F1 Parent Instrument	2		N	Yes
1	Student File	P2HHPPARREL1	P2 A06A First resident parent's relationship to teenager	F1 Parent Instrument	2		N	Yes
1	Student File	P2HHPPARREL2	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	P2HWOFTEEN	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	P2SOCIALIFE	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	P2JOBBDV1	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	P2JOB2V2	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
1	Student File	P2SEASIAN	P2 E20E Southeast Asian language regularly spoken in home	F1 Parent Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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 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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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 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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	N1PHYSICHEM	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	A1ONPHYSOI	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

(Continued)

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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A1OFFINTSCI1	A1 D04I School offers Integrated Science I through some other means	BY Administrator Instrument	2		N	Yes
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 enviro 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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A1HRTEACHERS	A1 E16A Hours/week spent working with teachers on instructional issues	BY Administrator Instrument	2		N	No
1	Student File	A1HRINTMGMENT	A1 E16B Hours/week spent on internal school management	BY Administrator Instrument	2		N	No
1	Student File	A1HREXTMGMENT	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	A2CATCHUP	A2 B09D Catch-up courses offered to struggling students	F1 Administrator Instrument	2		N	Yes
1	Student File	A2DOUBLEDOS	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	C1FTCNLS	C1 A01A Number of full-time high school counselors	BY Counselor Instrument	2		N	No
1	Student File	C1PTCNLS	C1 A01B Number of part-time high school counselors	BY Counselor Instrument	2		N	No
1	Student File	C1FTCERTCNLS	C1 A02A Number of certified full-time high school counselors	BY Counselor Instrument	2		N	No
1	Student File	C1PTCERTCNLS	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
1	Student File	C1HRSCAREER	C1 A05C % hours counseling staff spent on occupational choice/career planning	BY Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C1HRSDEVELOP	C1 A05D % hours counseling staff spent on personal/academic/career development	BY Counselor Instrument	2		N	Yes
1	Student File	C1HRSJOBKLL	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C1TRANCLASS	C1 A12D MS students attend regular classes at HS	BY Counselor Instrument	2		N	Yes
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	C1OTHSSUPPORT	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	C1MREMEDI	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C2FTCNLS	C2 A01A Number of full-time high school counselors	F1 Counselor Instrument	2		N	No
1	Student File	C2PTCNLS	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	C2HRSJOBKLL	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
1	Student File	C2HRNONCNLS	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	C2DUALCLGCRE	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	C2REMEDATION	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	C2DOOCCOURSE	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	C2AIDSOURCE	C2 B25F School offers meetings on sources of financial aid	F1 Counselor Instrument	2		N	Yes
1	Student File	C2AIDCNLS	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	C2PCTCNLS	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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 X2PAREDEXPT	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	X4X2SES1	X4 Revised X2 Socio-economic status composite - multiple imputation value 1 of 5	F2 Imputation Variables	7	4	N	No
1	Student File	X4X2SES2	X4 Revised X2 Socio-economic status composite - multiple imputation value 2 of 5	F2 Imputation Variables	7	4	N	No
1	Student File	X4X2SES3	X4 Revised X2 Socio-economic status composite - multiple imputation value 3 of 5	F2 Imputation Variables	7	4	N	No
1	Student File	X4X2SES4	X4 Revised X2 Socio-economic status composite - multiple imputation value 4 of 5	F2 Imputation Variables	7	4	N	No
1	Student File	X4X2SES5	X4 Revised X2 Socio-economic status composite - multiple imputation value 5 of 5	F2 Imputation Variables	7	4	N	No
1	Student File	X4X2SES1_U	X4 Revised X2 SES derived with locale (urbanicity) - multiple imputation value 1 of 5	F2 Imputation Variables	7	4	N	No
1	Student File	X4X2SES2_U	X4 Revised X2 SES derived with locale (urbanicity) - multiple imputation value 2 of 5	F2 Imputation Variables	7	4	N	No
1	Student File	X4X2SES3_U	X4 Revised X2 SES derived with locale (urbanicity) - multiple imputation value 3 of 5	F2 Imputation Variables	7	4	N	No
1	Student File	X4X2SES4_U	X4 Revised X2 SES derived with locale (urbanicity) - multiple imputation value 4 of 5	F2 Imputation Variables	7	4	N	No
1	Student File	X4X2SES5_U	X4 Revised X2 SES derived with locale (urbanicity) - multiple imputation value 5 of 5	F2 Imputation Variables	7	4	N	No
1	Student File	X4X2SES_IM	Imputation flag for X4X2SES	F2 Imputation Variables	2		N	Yes
1	Student File	X4HSCOMPDATE_IM	X4 Imputation flag for X4HSCOMPDATE	F2 Imputation Variables	2		N	Yes
1	Student File	X4HSCOMPSTAT_IM	X4 Imputation flag for X4HSCOMPSTAT	F2 Imputation Variables	2		N	Yes
1	Student File	X4FB16ENRSTAT_IM	X4 Imputation flag for X4FB16ENRSTAT	F2 Imputation Variables	2		N	Yes
1	Student File	X4HS2PSMOS_IM	X4 Imputation flag for X4HS2PSMOS	F2 Imputation Variables	2		N	Yes
1	Student File	X4PSLFSTFB16_IM	X4 Imputation flag for X4PSLFSTFB16	F2 Imputation Variables	2		N	Yes
1	Student File	X4ATNDCLG16FB_IM	X4 Imputation flag for X4ATNDCLG16FB	F2 Imputation Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
1	Student File	X4EVRATNDCLG_IM	X4 Imputation flag for X4EVRATNDCLG	F2 Imputation Variables	2		N	Yes
1	Student File	X4CHILDREN_IM	X4 Imputation flag for X4CHILDREN	F2 Imputation Variables	2		N	Yes
1	Student File	X4EMPHRSFB16_IM	X4 Imputation flag for X4EMPHRSFB16	F2 Imputation Variables	2		N	Yes
1	Student File	X4INCOMECAT_IM	X4 Imputation flag for X4INCOMECAT	F2 Imputation Variables	2		N	Yes
1	Student File	X4ANYJOB_IM	X4 Imputation flag for X4ANYJOB	F2 Imputation Variables	2		N	Yes
1	Student File	X4UNEMP16FB_IM	X4 Imputation flag for X4UNEMP16FB	F2 Imputation Variables	2		N	Yes
1	Student File	X4WORKING16FB_IM	X4 Imputation flag for X4WORKING16FB	F2 Imputation Variables	2		N	Yes
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	A1G9COMMUNITY	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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
2	School File	A1OFFENVSCI	A1 D04K School offers Environmental Science through some other means	BY Administrator Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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 enviro 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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	A1HRINTMGMENT	A1 E16B Hours/week spent on internal school management	BY Administrator Instrument	2		N	No
2	School File	A1HREXTMGMENT	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
2	School File	A1GANG	A1 E18N Frequency of student gang activities at this school	BY Administrator Instrument	2		N	Yes
2	School File	C1FTCNLSL	C1 A01A Number of full-time high school counselors	BY Counselor Instrument	2		N	No
2	School File	C1PTCNLSL	C1 A01B Number of part-time high school counselors	BY Counselor Instrument	2		N	No
2	School File	C1FTCERTCNLSL	C1 A02A Number of certified full-time high school counselors	BY Counselor Instrument	2		N	No
2	School File	C1PTCERTCNLSL	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	C1HRSJOBKLL	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	C1HRSNONCNLSL	C1 A05H % hours counseling staff spent on non-counseling activities	BY Counselor Instrument	2		N	Yes
2	School File	C1HRSOTHCNLSL	C1 A05I % hours counseling staff spent on other counseling activities	BY Counselor Instrument	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	C1TRANCHRS	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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	C1OTHSSUPPORT	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
2	School File	C1PCARE	C1 D03D Principal in this school cares only about smart students	BY Counselor Instrument	2		N	Yes
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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 an other diploma	School Transcript Variables	2		N	Yes
3	HS Transcript School File	T3ITDCOTH	Credits required for graduation with an other 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
3	HS Transcript School File	T3ITLBGP	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

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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
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
5	HS Transcript School Course File	T3CCRD TYP	Course credit type	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CAT TTP	Inst course attribute: part of a tech prep program	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CAT TCA	Inst course attribute: part of a career academy	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CAT TIB	Inst course attribute: international baccalaureate	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CAT TAP	Inst course attribute: advanced placement	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CAT TCP	Inst course attribute: college prep	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CAT TIN	Inst course attribute: internship	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CAT TSE	Inst course attribute: special education	School Course Variables	2		N	Yes
5	HS Transcript School Course File	T3CAT TCT	Inst course attribute: career/technical education	School Course Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
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	Yes
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
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	T3SATTP	Stu course attribute: part of a tech prep program	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATCA	Stu course attribute: part of a career academy	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATIB	Stu course attribute: international baccalaureate	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATAP	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	T3SATCP	Stu course attribute: college prep	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATRE	Stu course attribute: repeated	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATIN	Stu course attribute: internship	Student Course Variables	2		N	Yes
6	HS Transcript Student Course File	T3SATSE	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	T3SATCT	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
7	Student-Institution File	STU_ID	Student ID	Student Institution Variables	5		A	No
7	Student-Institution File	INST_SEQ	Student institution sequence ID	Student Institution Variables	2		N	No
7	Student-Institution File	INST_ID	Institution ID	Student Institution Variables	6		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
7	Student-Institution File	S4IAPPSOURCE	Source of institution application data	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4ITOP3APP	One of up to 3 most seriously considered institutions applied to/registered at	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4IDUALENROLL	Enrolled at this institution during high school	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4IPOSTHSENR	Enrolled at this institution after high school	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4IPS1	First post-high school postsecondary institution	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4IREFINST	Reference institution	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4ICLGSTATE	S4 I01A Institution state	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4ICLGLEVEL	S4 I01B Institution level	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4ICLGCTRL	S4 I01C Institution control	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4ICLGSECTOR	S4 I01D Institution sector	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4ICLGSELECT	S4 I01E Institution selectivity	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4IOPENENR	S4 I01F Institution open enrollment	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4ICHOICEAPP	S4 I02 First choice among institutions applied to	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4ICHOICEAPP_I	S4 I02_I First choice among institutions applied to - logical inference flag	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4IAPPSTATUS	S4 I03 Outcome of application	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4IAPPSTATUS_I	S4 I03_I Outcome of application - logical inference flag	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4ICHOICEACC	S4 I04 First choice among institutions accepted to	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4ICHOICEACC_I	S4 I04_I First choice among institutions accepted to - logical inference flag	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4ICLGSTART	S4 I05 Date started at this institution	Student Institution Variables	6		N	No
7	Student-Institution File	S4ICLG16FB	S4 I06 Attending this institution in February 2016	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4ICLG16FB_I	S4 I06_I Attending this institution in February 2016 - logical inference flag	Student Institution Variables	2		N	Yes
7	Student-Institution File	S4ICLGEND	S4 I07 Date last attended this institution	Student Institution Variables	6		N	No
8	Student-Institution-Program File	STU_ID	Student ID	Student Institution Program Variables	5		A	No
8	Student-Institution-Program File	INST_SEQ	Student institution sequence ID	Student Institution Program Variables	2		N	No
8	Student-Institution-Program File	PROG_SEQ	Student institution program sequence ID	Student Institution Program Variables	2		N	No
8	Student-Institution-Program File	INST_ID	Institution ID	Student Institution Program Variables	6		N	No
8	Student-Institution-Program File	S4PPS1DEG1	First program at first institution	Student Institution Program Variables	2		N	Yes
8	Student-Institution-Program File	S4PREFDEG	Reference degree program	Student Institution Program Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
8	Student-Institution-Program File	S4PPROGRAM	S4 P01 Degree/certificate/classes worked on at this institution	Student Institution Program Variables	2		N	Yes
8	Student-Institution-Program File	S4PPGM16FB	S4 P02 Working on this degree/certificate/classes in February 2016	Student Institution Program Variables	2		N	Yes
8	Student-Institution-Program File	S4PPGM16FB_I	S4 P02_I Working on this degree/certificate/classes in February 2016 - logical inference flag	Student Institution Program Variables	2		N	Yes
8	Student-Institution-Program File	S4PCOMPLETEDG	S4 P03 Completed this degree/certificate at this institution by February 2016	Student Institution Program Variables	2		N	Yes
8	Student-Institution-Program File	S4PDEGEXPECT	S4 P04 Expects to complete this degree or certificate by end of 2016	Student Institution Program Variables	2		N	Yes
8	Student-Institution-Program File	S4PCLASSRSN	S4 P05 Reason for taking classes at this institution	Student Institution Program Variables	2		N	Yes
8	Student-Institution-Program File	S4PSAMEMAJ	S4 P06 Program major is same as major most seriously considered initially	Student Institution Program Variables	2		N	Yes
8	Student-Institution-Program File	S4PDEGMAJ	S4 P07A Major for degree/certificate program	Student Institution Program Variables	200		A	No
8	Student-Institution-Program File	S4PDEGMAJ2	S4 P07B 2-digit CIP code of major for degree/certificate program	Student Institution Program Variables	2		N	Yes
8	Student-Institution-Program File	S4PDEGMAJ6	S4 P07C 6-digit CIP code of major for degree/certificate program	Student Institution Program Variables	7		A	Yes
8	Student-Institution-Program File	S4POTHDEGMAJ	S4 P08 Had double major for undergraduate degree program	Student Institution Program Variables	2		N	Yes
8	Student-Institution-Program File	S4POTHDEGMAJ_I	S4 P08_I Had double major for undergraduate degree program - logical inference flag	Student Institution Program Variables	2		N	Yes
8	Student-Institution-Program File	S4PDEGDBLMAJ	S4 P09A Second major for undergraduate degree program	Student Institution Program Variables	200		A	No
8	Student-Institution-Program File	S4PDEGDBLMAJ2	S4 P09B 2-digit CIP code of second major for undergraduate degree program	Student Institution Program Variables	2		N	Yes
8	Student-Institution-Program File	S4PDEGDBLMAJ6	S4 P09C 6-digit CIP code of second major for undergraduate degree program	Student Institution Program Variables	7		A	Yes
9	CPS 2013-14 File	STU_ID	Student ID	CPS 2013-14 Variables	5		A	No
9	CPS 2013-14 File	C14SOURCE	CPS 2013-14: Source of data record	CPS 2013-14 Variables	1		N	Yes
9	CPS 2013-14 File	C14TRNNM	CPS 2013-14: Transaction number	CPS 2013-14 Variables	2		N	No
9	CPS 2013-14 File	C14DOB	CPS 2013-14: Student's date of birth	CPS 2013-14 Variables	6		N	No
9	CPS 2013-14 File	C14DRIVST	CPS 2013-14: Student's Driver's License State Code	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14CITZN	CPS 2013-14: Student's citizenship status	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14MARR	CPS 2013-14: Student's marital status	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14MARDT	CPS 2013-14: Student's marital status date	CPS 2013-14 Variables	6		N	No
9	CPS 2013-14 File	C14STATE	CPS 2013-14: Student's state of legal residence	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14RES	CPS 2013-14: Student legal resident before 1-1-2008?	CPS 2013-14 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
9	CPS 2013-14 File	C14RESDT	CPS 2013-14: Student's legal residence date	CPS 2013-14 Variables	6		N	No
9	CPS 2013-14 File	C14GENDR	CPS 2013-14: Are you male or female?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14DADED	CPS 2013-14: Father's highest grade level completed	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14MOMED	CPS 2013-14: Mother's highest grade level completed	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14HSDIP	CPS 2013-14: HS diploma or Equivalent	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14HSCOD	CPS 2013-14: High School Code	CPS 2013-14 Variables	12		A	No
9	CPS 2013-14 File	C14FIRBA	CPS 2013-14: First bachelor degree by 7/1/2013?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14GRDLVL	CPS 2013-14: Grade level in college	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14DEG	CPS 2013-14: Degree/certificate	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14WRKS	CPS 2013-14: Interested in Work-Study or Student Loans?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14TAX	CPS 2013-14: Student's tax return completed?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14TXTY	CPS 2013-14: Student's type of 2012 tax form used	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14TXEZ	CPS 2013-14: Student eligible to file 1040A or 1040EZ	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14TXAGI	CPS 2013-14: Student's adj gross inc on IRS form	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14TXPD	CPS 2013-14: Student's US income tax paid	CPS 2013-14 Variables	5		N	No
9	CPS 2013-14 File	C14TXCLM	CPS 2013-14: Student's exemptions claimed	CPS 2013-14 Variables	2		N	No
9	CPS 2013-14 File	C14INC	CPS 2013-14: Student's income earned from work	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14INCSP	CPS 2013-14: Spouse's income earned from work	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14CASH	CPS 2013-14: Student's cash, savings, checking	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14INVT	CPS 2013-14: Student's investment net worth	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14BUS	CPS 2013-14: Student's business and/or farm net worth	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14EDCRD	CPS 2013-14: Student's Educational Credits	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14CSUPP	CPS 2013-14: Student's Child Support Paid	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14NDEMP	CPS 2013-14: Student's Need-Based Employment	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14GRANT	CPS 2013-14: Student's Grant/Scholarship Aid	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14COMPAY	CPS 2013-14: Student's Combat Pay	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14COOP	CPS 2013-14: Student's Co-op Pay	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PENS	CPS 2013-14: Student's Pension Payments	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14IRA	CPS 2013-14: Student's IRA Payments	CPS 2013-14 Variables	7		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
9	CPS 2013-14 File	C14CSUPR	CPS 2013-14: Student's Child Support Received	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14INCINT	CPS 2013-14: Student's Interest Income	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14IRADIS	CPS 2013-14: Student's IRA Distributions	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14UPEN	CPS 2013-14: Student's Untaxed Pensions	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14MILIT	CPS 2013-14: Student's Military/Clergy Allowances	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14VETBE	CPS 2013-14: Student's Veterans Noneducation Benefits	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14INCOTH	CPS 2013-14: Student's Other Untaxed Income	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14ONREP	CPS 2013-14: Student's Other Non-Reported Money	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14BORN	CPS 2013-14: Born before 1/1/1990?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14MAR	CPS 2013-14: Is student married?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14MSDOC	CPS 2013-14: Working on a Master's or Doctorate Program?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14ACTDUTY	CPS 2013-14: Are you on active duty in U.S Armed Forces?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14VET	CPS 2013-14: Veteran of US armed forces?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14DEPS	CPS 2013-14: Have children you support?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14DEPO	CPS 2013-14: Have legal dep other than child/spouse?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14ORPH	CPS 2013-14: Orphan, Ward of Court, or Foster Care	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14MINOR	CPS 2013-14: As of today, an emancipated minor?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14GUARD	CPS 2013-14: As of today, in legal guardianship?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SCHLIA	CPS 2013-14: Unaccompanied youth determ by school liaison?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14HUD	CPS 2013-14: Unaccompanied youth determined by HUD?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14HOMELS	CPS 2013-14: At risk of homelessness?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PARST	CPS 2013-14: Parents' marital status	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PMARDT	CPS 2013-14: Parents' marital status date	CPS 2013-14 Variables	6		N	No
9	CPS 2013-14 File	C14PSTATE	CPS 2013-14: Parents' state of legal residence	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PRES	CPS 2013-14: Parents' legal residents before 1-1-2008?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PLEGDT	CPS 2013-14: Parents' legal residence date	CPS 2013-14 Variables	6		N	No
9	CPS 2013-14 File	C14PFAMNM	CPS 2013-14: Parents' number of family members	CPS 2013-14 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
9	CPS 2013-14 File	C14PCOLNM	CPS 2013-14: Parents' number in college	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PSSINC	CPS 2013-14: Parents' Supplemental Security Income Benefits	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PFOOD	CPS 2013-14: Parents' Food Stamp Benefits	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PFREE	CPS 2013-14: Parents' Free or Reduced Price School Lunch Benefits	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PTANF	CPS 2013-14: Parents' TANF Benefits	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PWIC	CPS 2013-14: Parents' WIC Benefits	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PTAX	CPS 2013-14: Parents' tax return completed?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PTXTY	CPS 2013-14: Parents' type of 2012 tax form used	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PTXEZ	CPS 2013-14: Parents' eligible to file 1040A or 1040EZ	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PDISLW	CPS 2013-14: Parent dislocated worker	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PTXAGI	CPS 2013-14: Parents' adjusted gross income	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PTXPD	CPS 2013-14: Parents' US income tax paid	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PTXCLM	CPS 2013-14: Parents' exemptions claimed	CPS 2013-14 Variables	2		N	No
9	CPS 2013-14 File	C14FINC	CPS 2013-14: Father's income earned from work	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14MINC	CPS 2013-14: Mother's income earned from work	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PCASH	CPS 2013-14: Parents' cash, savings, checking	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PINVT	CPS 2013-14: Parents' investment net worth	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PBUS	CPS 2013-14: Parents' business and/or farm net worth	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PEDCRD	CPS 2013-14: Parents' Educational Credits	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PCSUPP	CPS 2013-14: Parents' Child Support Paid	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PNDEMP	CPS 2013-14: Parents' Need-Based Employment	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PGRANT	CPS 2013-14: Parents' Grant/Scholarship Aid	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PCOMPAY	CPS 2013-14: Parents' Combat Pay	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PCOOP	CPS 2013-14: Parents' Co-op Pay	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PPENS	CPS 2013-14: Parents' Pension Payments	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PIRA	CPS 2013-14: Parents' IRA Payments	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PCSUPR	CPS 2013-14: Parents' Child Support Received	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PINCINT	CPS 2013-14: Parents' Interest Income	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PIRADIS	CPS 2013-14: Parents' IRA Distributions	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PUPEN	CPS 2013-14: Parents' Untaxed Pensions	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PMILIT	CPS 2013-14: Parents' Military/Clergy Allowances	CPS 2013-14 Variables	7		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
9	CPS 2013-14 File	C14PVETBE	CPS 2013-14: Parents' Veterans Noneeducation Benefits	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PINCOTH	CPS 2013-14: Parents' Other Untaxed Income	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14FAMNM	CPS 2013-14: Student's number of family members	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14COLNM	CPS 2013-14: Student's number in college	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SSINC	CPS 2013-14: Student Supplemental Security Income Benefits	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14FOOD	CPS 2013-14: Student Food Stamp Benefits	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14FREE	CPS 2013-14: Student Free or Reduced Price School Lunch Benefits	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14TANF	CPS 2013-14: Student TANF Benefits	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14WIC	CPS 2013-14: Student WIC Benefits	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14DISLW	CPS 2013-14: Student/Spouse Dislocated Worker	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SCH01	CPS 2013-14: Federal School code #1	CPS 2013-14 Variables	6		A	No
9	CPS 2013-14 File	C14HPLN01	CPS 2013-14: Federal School code #1 Housing Plans	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SCH02	CPS 2013-14: Federal School code #2	CPS 2013-14 Variables	6		A	No
9	CPS 2013-14 File	C14HPLN02	CPS 2013-14: Federal School Code #2 Housing Plans	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SCH03	CPS 2013-14: Federal School code #3	CPS 2013-14 Variables	6		A	No
9	CPS 2013-14 File	C14HPLN03	CPS 2013-14: Federal School Code #3 Housing Plans	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SCH04	CPS 2013-14: Federal School code #4	CPS 2013-14 Variables	6		A	No
9	CPS 2013-14 File	C14HPLN04	CPS 2013-14: Federal School Code #4 Housing Plans	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SCH05	CPS 2013-14: Federal School code #5	CPS 2013-14 Variables	6		A	No
9	CPS 2013-14 File	C14HPLN05	CPS 2013-14: Federal School Code #5 Housing Plans	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SCH06	CPS 2013-14: Federal School code #6	CPS 2013-14 Variables	6		A	No
9	CPS 2013-14 File	C14HPLN06	CPS 2013-14: Federal School Code #6 Housing Plans	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SCH07	CPS 2013-14: Federal School code #7	CPS 2013-14 Variables	6		A	No
9	CPS 2013-14 File	C14HPLN07	CPS 2013-14: Federal School Code #7 Housing Plans	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SCH08	CPS 2013-14: Federal School code #8	CPS 2013-14 Variables	6		A	No
9	CPS 2013-14 File	C14HPLN08	CPS 2013-14: Federal School Code #8 Housing Plans	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SCH09	CPS 2013-14: Federal School code #9	CPS 2013-14 Variables	6		A	No
9	CPS 2013-14 File	C14HPLN09	CPS 2013-14: Federal School Code #9 Housing Plans	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SCH10	CPS 2013-14: Federal School code #10	CPS 2013-14 Variables	6		A	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
9	CPS 2013-14 File	C14HPLN10	CPS 2013-14: Federal School Code #10 Housing Plans	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14APPD	CPS 2013-14: Date application completed	CPS 2013-14 Variables	8		N	No
9	CPS 2013-14 File	C14DEPOV	CPS 2013-14: Dependency override indicator	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14DEPEN	CPS 2013-14: Dependency status	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14TRNSRC	CPS 2013-14: Transaction Data Source/Type Code	CPS 2013-14 Variables	2		A	Yes
9	CPS 2013-14 File	C14IRS	CPS 2013-14: Student IRS Request Flag	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PIRS	CPS 2013-14: Parent IRS Request Flag	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PATE	CPS 2013-14: Parent Asset Threshold Exceeded	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SATE	CPS 2013-14: Student Asset Threshold Exceeded	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14JUDG	CPS 2013-14: Professional judgment	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14IRSAGI	CPS 2013-14: IRS Student AGI Flag	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14IRSFIT	CPS 2013-14: IRS Student Federal Income Tax (FIT) Flag	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PIRSAGI	CPS 2013-14: IRS Parent AGI Flag	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PIRSFIT	CPS 2013-14: IRS Parent FIT Flag	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14APPSRC	CPS 2013-14: Application data source/type code	CPS 2013-14 Variables	2		A	Yes
9	CPS 2013-14 File	C14APPDTR	CPS 2013-14: Application receipt date	CPS 2013-14 Variables	8		N	No
9	CPS 2013-14 File	C14GRAD	CPS 2013-14: Graduate flag	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PELL	CPS 2013-14: Pell grant eligibility flag	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14TRNDT	CPS 2013-14: Transaction Processed Date	CPS 2013-14 Variables	8		N	No
9	CPS 2013-14 File	C14EFCZR	CPS 2013-14: Automatic zero EFC	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SNT	CPS 2013-14: Simplified needs test (SNT)	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14PTXSTA	CPS 2013-14: Parents' calculated 2012 tax status	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14STXSTA	CPS 2013-14: Student's calculated 2012 tax status	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14HSFLG	CPS 2013-14: High School Flag	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14ACITZN	CPS 2013-14: Assumed citizenship	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14AMARR	CPS 2013-14: Assumed student's marital status	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14AAGI	CPS 2013-14: Assumed student's AGI	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14ATXPD	CPS 2013-14: Assumed student's US tax paid	CPS 2013-14 Variables	5		N	No
9	CPS 2013-14 File	C14AINC	CPS 2013-14: Assumed student's income from work	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14AINCSP	CPS 2013-14: Assumed spouse's income from work	CPS 2013-14 Variables	7		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
9	CPS 2013-14 File	C14AADFIN	CPS 2013-14: Assumed Student's additional financial information total	CPS 2013-14 Variables	8		N	No
9	CPS 2013-14 File	C14ABORN	CPS 2013-14: Assumed date of birth prior	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14AMAR	CPS 2013-14: Assumed is student married/remarried?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14ADEPS	CPS 2013-14: Assumed have children you support?	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14ADEPO	CPS 2013-14: Assumed have legal dep oth than child/sp	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14AFAMNM	CPS 2013-14: Assumed student's number in family	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14ACOLNM	CPS 2013-14: Assumed student's number in college	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14ASCH	CPS 2013-14: Assumed homeless youth-school determined	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14AHUD	CPS 2013-14: Assumed homeless youth-HUD program determined	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14AHOMELS	CPS 2013-14: Assumed at risk of homelessness	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14ASATE	CPS 2013-14: Assumed Student Asset Threshold Exceeded	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14APATE	CPS 2013-14: Assumed Parent Asset Threshold Exceeded	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14EFCP	CPS 2013-14: Primary EFC	CPS 2013-14 Variables	6		N	No
9	CPS 2013-14 File	C14EFCS	CPS 2013-14: Secondary EFC	CPS 2013-14 Variables	6		N	No
9	CPS 2013-14 File	C14EFCPT	CPS 2013-14: Primary EFC type	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14EFCST	CPS 2013-14: Secondary EFC type	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14TI	CPS 2013-14: TI: Total Income	CPS 2013-14 Variables	8		N	No
9	CPS 2013-14 File	C14ATI	CPS 2013-14: ATI: Allowances Against Total Income	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14STX	CPS 2013-14: STX: State Tax Allowance	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14EA	CPS 2013-14: EA: Employment Allowance	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14IPA	CPS 2013-14: IPA: Income Protection Allowance	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14AI	CPS 2013-14: AI: Available Income	CPS 2013-14 Variables	8		N	No
9	CPS 2013-14 File	C14CAI	CPS 2013-14: CAI: Contribution from available income	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14DNW	CPS 2013-14: DNW: Discretionary Net Worth	CPS 2013-14 Variables	9		N	No
9	CPS 2013-14 File	C14NW	CPS 2013-14: NW: Net Worth	CPS 2013-14 Variables	9		N	No
9	CPS 2013-14 File	C14APA	CPS 2013-14: APA: Asset Protection Allowance	CPS 2013-14 Variables	9		N	No
9	CPS 2013-14 File	C14PCA	CPS 2013-14: PCA: Parents' Contribution from Assets	CPS 2013-14 Variables	7		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
9	CPS 2013-14 File	C14AAI	CPS 2013-14: AAI: Adjusted Available Income	CPS 2013-14 Variables	8		N	No
9	CPS 2013-14 File	C14TSC	CPS 2013-14: TSC: Total Student's Contribution	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14TPC	CPS 2013-14: TPC: Total Parents' Contribution	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14PC	CPS 2013-14: PC: Parents' Contribution	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14STI	CPS 2013-14: STI: Student's Total Income	CPS 2013-14 Variables	8		N	No
9	CPS 2013-14 File	C14SATI	CPS 2013-14: SATI: Student's Allowance Against Total Income	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14SIC	CPS 2013-14: SIC: Dependent Student's Inc Contribution	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14SDNW	CPS 2013-14: SDNW: Student's Discretionary Net Worth	CPS 2013-14 Variables	9		N	No
9	CPS 2013-14 File	C14SCA	CPS 2013-14: SCA: Student's Contribution from Assets	CPS 2013-14 Variables	7		N	No
9	CPS 2013-14 File	C14FTI	CPS 2013-14: FTI: FISAP total income	CPS 2013-14 Variables	8		N	No
9	CPS 2013-14 File	C14NSLDS	CPS 2013-14: NSLDS match flag	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14SSACIT	CPS 2013-14: SSA citizenship flag	CPS 2013-14 Variables	2		N	Yes
9	CPS 2013-14 File	C14VA	CPS 2013-14: VA match flag	CPS 2013-14 Variables	2		N	Yes
10	CPS 2014-15 File	STU_ID	Student ID	CPS 2014-15 Variables	5		A	No
10	CPS 2014-15 File	C15SOURCE	CPS 2014-15: Source of data record	CPS 2014-15 Variables	1		N	Yes
10	CPS 2014-15 File	C15TRNNM	CPS 2014-15: Transaction number	CPS 2014-15 Variables	2		N	No
10	CPS 2014-15 File	C15DOB	CPS 2014-15: Student's date of birth	CPS 2014-15 Variables	6		N	No
10	CPS 2014-15 File	C15DRIVST	CPS 2014-15: Student's Driver's License State Code	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15CITZN	CPS 2014-15: Student's citizenship status	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15MARR	CPS 2014-15: Student's marital status	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15MARDT	CPS 2014-15: Student's marital status date	CPS 2014-15 Variables	6		N	No
10	CPS 2014-15 File	C15STATE	CPS 2014-15: Student's state of legal residence	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15RES	CPS 2014-15: Student legal resident before 1-1-2009?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15RESDT	CPS 2014-15: Student's legal residence date	CPS 2014-15 Variables	6		N	No
10	CPS 2014-15 File	C15GENDR	CPS 2014-15: Are you male or female?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PAR1ED	CPS 2014-15: Parent 1 highest grade level completed	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PAR2ED	CPS 2014-15: Parent 2 highest grade level completed	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15HSDIP	CPS 2014-15: HS diploma or Equivalent	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15HSCOD	CPS 2014-15: High School Code	CPS 2014-15 Variables	12		A	No
10	CPS 2014-15 File	C15FIRBA	CPS 2014-15: First bachelor degree by 7/1/2014?	CPS 2014-15 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
10	CPS 2014-15 File	C15GRDLVL	CPS 2014-15: Grade level in college	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15DEG	CPS 2014-15: Degree/certificate	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15WRKS	CPS 2014-15: Interested in Work-Study or Student Loans?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15TAX	CPS 2014-15: Student's tax return completed?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15TXTY	CPS 2014-15: Student's type of 2013 tax form used	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15TXEZ	CPS 2014-15: Student eligible to file 1040A or 1040EZ	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15TXAGI	CPS 2014-15: Student's adj gross inc on IRS form	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15TXPD	CPS 2014-15: Student's US income tax paid	CPS 2014-15 Variables	5		N	No
10	CPS 2014-15 File	C15TXCLM	CPS 2014-15: Student's exemptions claimed	CPS 2014-15 Variables	2		N	No
10	CPS 2014-15 File	C15INC	CPS 2014-15: Student's income earned from work	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15INCSP	CPS 2014-15: Spouse's income earned from work	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15CASH	CPS 2014-15: Student's cash, savings, checking	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15INVT	CPS 2014-15: Student's investment net worth	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15BUS	CPS 2014-15: Student's business and/or farm net worth	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15EDCRD	CPS 2014-15: Student's Educational Credits	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15CSUPP	CPS 2014-15: Student's Child Support Paid	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15NDEMP	CPS 2014-15: Student's Need-Based Employment	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15GRANT	CPS 2014-15: Student's Grant/Scholarship Aid	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15COMPAY	CPS 2014-15: Student's Combat Pay	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15COOP	CPS 2014-15: Student's Co-op Pay	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PENS	CPS 2014-15: Student's Pension Payments	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15IRA	CPS 2014-15: Student's IRA Payments	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15CSUPR	CPS 2014-15: Student's Child Support Received	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15INCINT	CPS 2014-15: Student's Interest Income	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15IRADIS	CPS 2014-15: Student's IRA Distributions	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15UPEN	CPS 2014-15: Student's Untaxed Pensions	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15MILIT	CPS 2014-15: Student's Military/Clergy Allowances	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15VETBE	CPS 2014-15: Student's Veterans Noneducation Benefits	CPS 2014-15 Variables	7		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
10	CPS 2014-15 File	C15INCOTH	CPS 2014-15: Student's Other Untaxed Income	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15ONREP	CPS 2014-15: Student's Other Non-Reported Money	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15BORN	CPS 2014-15: Born before 1/1/1991?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15MAR	CPS 2014-15: Is student married?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15MSDOC	CPS 2014-15: Working on a Master's or Doctorate Program?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15ACTDUTY	CPS 2014-15: Are you on active duty in U.S. Armed Forces?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15VET	CPS 2014-15: Veteran of US armed forces?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15DEPS	CPS 2014-15: Have children you support?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15DEPO	CPS 2014-15: Have legal dep other than child/spouse?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15ORPH	CPS 2014-15: Orphan, Ward of Court, or Foster Care	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15MINOR	CPS 2014-15: As of today, an emancipated minor?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15GUARD	CPS 2014-15: As of today, in legal guardianship?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SCHLIA	CPS 2014-15: Unaccompanied youth determ by school liaison?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15HUD	CPS 2014-15: Unaccompanied youth determined by HUD?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15HOMELS	CPS 2014-15: At risk of homelessness?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PARST	CPS 2014-15: Parents' marital status	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PMARDT	CPS 2014-15: Parents' marital status date	CPS 2014-15 Variables	6		N	No
10	CPS 2014-15 File	C15PSTATE	CPS 2014-15: Parents' state of legal residence	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PRES	CPS 2014-15: Parents' legal residents before 1-1-2009?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PLEGDT	CPS 2014-15: Parents' legal residence date	CPS 2014-15 Variables	6		N	No
10	CPS 2014-15 File	C15PFAMNM	CPS 2014-15: Parents' number of family members	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PCOLNM	CPS 2014-15: Parents' number in college	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PSSINC	CPS 2014-15: Parents' Supplemental Security Income Benefits	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PFOOD	CPS 2014-15: Parents' Food Stamp Benefits	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PFREE	CPS 2014-15: Parents' Free or Reduced Price School Lunch Benefits	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PTANF	CPS 2014-15: Parents' TANF Benefits	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PWIC	CPS 2014-15: Parents' WIC Benefits	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PTAX	CPS 2014-15: Parents' tax return completed?	CPS 2014-15 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
10	CPS 2014-15 File	C15PTXTY	CPS 2014-15: Parents' type of 2013 tax form used	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PTXEZ	CPS 2014-15: Parents' eligible to file 1040A or 1040EZ	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PDISLW	CPS 2014-15: Parent dislocated worker	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PTXAGI	CPS 2014-15: Parents' adjusted gross income	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PTXPD	CPS 2014-15: Parents' US income tax paid	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PTXCLM	CPS 2014-15: Parents' exemptions claimed	CPS 2014-15 Variables	2		N	No
10	CPS 2014-15 File	C15PAR1INC	CPS 2014-15: Parent 1 income earned from work	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PAR2INC	CPS 2014-15: Parent 2 income earned from work	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PCASH	CPS 2014-15: Parents' cash, savings, checking	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PINVT	CPS 2014-15: Parents' investment net worth	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PBUS	CPS 2014-15: Parents' business and/or farm net worth	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PEDCRD	CPS 2014-15: Parents' Educational Credits	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PCSUPP	CPS 2014-15: Parents' Child Support Paid	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PNDEMP	CPS 2014-15: Parents' Need-Based Employment	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PGRANT	CPS 2014-15: Parents' Grant/Scholarship Aid	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PCOMPAY	CPS 2014-15: Parents' Combat Pay	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PCOOP	CPS 2014-15: Parents' Co-op Pay	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PPENS	CPS 2014-15: Parents' Pension Payments	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PIRA	CPS 2014-15: Parents' IRA Payments	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PCSUPR	CPS 2014-15: Parents' Child Support Received	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PINCINT	CPS 2014-15: Parents' Interest Income	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PIRADIS	CPS 2014-15: Parents' IRA Distributions	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PUPEN	CPS 2014-15: Parents' Untaxed Pensions	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PMILIT	CPS 2014-15: Parents' Military/Clergy Allowances	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PVETBE	CPS 2014-15: Parents' Veterans Noneducation Benefits	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PINCOTH	CPS 2014-15: Parents' Other Untaxed Income	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15FAMNM	CPS 2014-15: Student's number of family members	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15COLNM	CPS 2014-15: Student's number in college	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SSINC	CPS 2014-15: Student Supplemental Security Income Benefits	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15FOOD	CPS 2014-15: Student Food Stamp Benefits	CPS 2014-15 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
10	CPS 2014-15 File	C15FREE	CPS 2014-15: Student Free or Reduced Price School Lunch Benefits	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15TANF	CPS 2014-15: Student TANF Benefits	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15WIC	CPS 2014-15: Student WIC Benefits	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15DISLW	CPS 2014-15: Student/Spouse Dislocated Worker	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SCH01	CPS 2014-15: Federal School code #1	CPS 2014-15 Variables	6		A	No
10	CPS 2014-15 File	C15HPLN01	CPS 2014-15: Federal School code #1 Housing Plans	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SCH02	CPS 2014-15: Federal School code #2	CPS 2014-15 Variables	6		A	No
10	CPS 2014-15 File	C15HPLN02	CPS 2014-15: Federal School Code #2 Housing Plans	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SCH03	CPS 2014-15: Federal School code #3	CPS 2014-15 Variables	6		A	No
10	CPS 2014-15 File	C15HPLN03	CPS 2014-15: Federal School Code #3 Housing Plans	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SCH04	CPS 2014-15: Federal School code #4	CPS 2014-15 Variables	6		A	No
10	CPS 2014-15 File	C15HPLN04	CPS 2014-15: Federal School Code #4 Housing Plans	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SCH05	CPS 2014-15: Federal School code #5	CPS 2014-15 Variables	6		A	No
10	CPS 2014-15 File	C15HPLN05	CPS 2014-15: Federal School Code #5 Housing Plans	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SCH06	CPS 2014-15: Federal School code #6	CPS 2014-15 Variables	6		A	No
10	CPS 2014-15 File	C15HPLN06	CPS 2014-15: Federal School Code #6 Housing Plans	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SCH07	CPS 2014-15: Federal School code #7	CPS 2014-15 Variables	6		A	No
10	CPS 2014-15 File	C15HPLN07	CPS 2014-15: Federal School Code #7 Housing Plans	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SCH08	CPS 2014-15: Federal School code #8	CPS 2014-15 Variables	6		A	No
10	CPS 2014-15 File	C15HPLN08	CPS 2014-15: Federal School Code #8 Housing Plans	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SCH09	CPS 2014-15: Federal School code #9	CPS 2014-15 Variables	6		A	No
10	CPS 2014-15 File	C15HPLN09	CPS 2014-15: Federal School Code #9 Housing Plans	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SCH10	CPS 2014-15: Federal School code #10	CPS 2014-15 Variables	6		A	No
10	CPS 2014-15 File	C15HPLN10	CPS 2014-15: Federal School Code #10 Housing Plans	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15APPD	CPS 2014-15: Date application completed	CPS 2014-15 Variables	8		N	No
10	CPS 2014-15 File	C15DEPOV	CPS 2014-15: Dependency override indicator	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15DEPEN	CPS 2014-15: Dependency status	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15TRNSRC	CPS 2014-15: Transaction Data Source/Type Code	CPS 2014-15 Variables	2		A	Yes
10	CPS 2014-15 File	C15IRS	CPS 2014-15: Student IRS Request Flag	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PIRS	CPS 2014-15: Parent IRS Request Flag	CPS 2014-15 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
10	CPS 2014-15 File	C15PATE	CPS 2014-15: Parent Asset Threshold Exceeded	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SATE	CPS 2014-15: Student Asset Threshold Exceeded	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15JUDG	CPS 2014-15: Professional judgment	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15IRSAGI	CPS 2014-15: IRS Student AGI Flag	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15IRSFIT	CPS 2014-15: IRS Student Federal Income Tax (FIT) Flag	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PIRSAGI	CPS 2014-15: IRS Parent AGI Flag	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PIRSFIT	CPS 2014-15: IRS Parent FIT Flag	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15APPSRC	CPS 2014-15: Application data source/type code	CPS 2014-15 Variables	2		A	Yes
10	CPS 2014-15 File	C15APPDTR	CPS 2014-15: Application receipt date	CPS 2014-15 Variables	8		N	No
10	CPS 2014-15 File	C15GRAD	CPS 2014-15: Graduate flag	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PELL	CPS 2014-15: Pell grant eligibility flag	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15TRNDT	CPS 2014-15: Transaction Processed Date	CPS 2014-15 Variables	8		N	No
10	CPS 2014-15 File	C15EFCZR	CPS 2014-15: Automatic zero EFC	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SNT	CPS 2014-15: Simplified needs test (SNT)	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15PTXSTA	CPS 2014-15: Parents' calculated 2013 tax status	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15STXSTA	CPS 2014-15: Student's calculated 2013 tax status	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15HSFLG	CPS 2014-15: High School Flag	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15ACITZN	CPS 2014-15: Assumed citizenship	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15AMARR	CPS 2014-15: Assumed student's marital status	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15AAGI	CPS 2014-15: Assumed student's AGI	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15ATXPD	CPS 2014-15: Assumed student's US tax paid	CPS 2014-15 Variables	5		N	No
10	CPS 2014-15 File	C15AINC	CPS 2014-15: Assumed student's income from work	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15AINCSP	CPS 2014-15: Assumed spouse's income from work	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15AADFIN	CPS 2014-15: Assumed Student's additional financial information total	CPS 2014-15 Variables	8		N	No
10	CPS 2014-15 File	C15ABORN	CPS 2014-15: Assumed date of birth prior	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15AMAR	CPS 2014-15: Assumed is student married/remarried?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15ADEPS	CPS 2014-15: Assumed have children you support?	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15ADEPO	CPS 2014-15: Assumed have legal dep oth than child/sp	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15AFAMNM	CPS 2014-15: Assumed student's number in family	CPS 2014-15 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
10	CPS 2014-15 File	C15ACOLNM	CPS 2014-15: Assumed student's number in college	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15ASCH	CPS 2014-15: Assumed homeless youth-school determined	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15AHUD	CPS 2014-15: Assumed homeless youth-HUD program determined	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15AHOMELS	CPS 2014-15: Assumed at risk of homelessness	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15ASATE	CPS 2014-15: Assumed Student Asset Threshold Exceeded	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15APATE	CPS 2014-15: Assumed Parent Asset Threshold Exceeded	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15EFCP	CPS 2014-15: Primary EFC	CPS 2014-15 Variables	6		N	No
10	CPS 2014-15 File	C15EFCS	CPS 2014-15: Secondary EFC	CPS 2014-15 Variables	6		N	No
10	CPS 2014-15 File	C15EFCPT	CPS 2014-15: Primary EFC type	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15EFCST	CPS 2014-15: Secondary EFC type	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15TI	CPS 2014-15: TI: Total Income	CPS 2014-15 Variables	8		N	No
10	CPS 2014-15 File	C15ATI	CPS 2014-15: ATI: Allowances Against Total Income	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15STX	CPS 2014-15: STX: State Tax Allowance	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15EA	CPS 2014-15: EA: Employment Allowance	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15IPA	CPS 2014-15: IPA: Income Protection Allowance	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15AI	CPS 2014-15: AI: Available Income	CPS 2014-15 Variables	8		N	No
10	CPS 2014-15 File	C15CAI	CPS 2014-15: CAI: Contribution from available income	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15DNW	CPS 2014-15: DNW: Discretionary Net Worth	CPS 2014-15 Variables	9		N	No
10	CPS 2014-15 File	C15NW	CPS 2014-15: NW: Net Worth	CPS 2014-15 Variables	9		N	No
10	CPS 2014-15 File	C15APA	CPS 2014-15: APA: Asset Protection Allowance	CPS 2014-15 Variables	9		N	No
10	CPS 2014-15 File	C15PCA	CPS 2014-15: PCA: Parents' Contribution from Assets	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15AAI	CPS 2014-15: AAI: Adjusted Available Income	CPS 2014-15 Variables	8		N	No
10	CPS 2014-15 File	C15TSC	CPS 2014-15: TSC: Total Student's Contribution	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15TPC	CPS 2014-15: TPC: Total Parents' Contribution	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15PC	CPS 2014-15: PC: Parents' Contribution	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15STI	CPS 2014-15: STI: Student's Total Income	CPS 2014-15 Variables	8		N	No
10	CPS 2014-15 File	C15SATI	CPS 2014-15: SATI: Student's Allowance Against Total Income	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15SIC	CPS 2014-15: SIC: Dependent Student's Inc Contribution	CPS 2014-15 Variables	7		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
10	CPS 2014-15 File	C15SDNW	CPS 2014-15: SDNW: Student's Discretionary Net Worth	CPS 2014-15 Variables	9		N	No
10	CPS 2014-15 File	C15SCA	CPS 2014-15: SCA: Student's Contribution from Assets	CPS 2014-15 Variables	7		N	No
10	CPS 2014-15 File	C15FTI	CPS 2014-15: FTI: FISAP total income	CPS 2014-15 Variables	8		N	No
10	CPS 2014-15 File	C15NSLDS	CPS 2014-15: NSLDS match flag	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15SSACIT	CPS 2014-15: SSA citizenship flag	CPS 2014-15 Variables	2		N	Yes
10	CPS 2014-15 File	C15VA	CPS 2014-15: VA match flag	CPS 2014-15 Variables	2		N	Yes
11	CPS 2015-16 File	STU_ID	Student ID	CPS 2015-16 Variables	5		A	No
11	CPS 2015-16 File	C16SOURCE	CPS 2015-16: Source of data record	CPS 2015-16 Variables	1		N	Yes
11	CPS 2015-16 File	C16TRNNM	CPS 2015-16: Transaction number	CPS 2015-16 Variables	2		N	No
11	CPS 2015-16 File	C16DRIVST	CPS 2015-16: Student's Driver's License State Code	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16CITZN	CPS 2015-16: Student's citizenship status	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16MARR	CPS 2015-16: Student's marital status	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16MARDT	CPS 2015-16: Student's marital status date	CPS 2015-16 Variables	6		N	No
11	CPS 2015-16 File	C16STATE	CPS 2015-16: Student's state of legal residence	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16RES	CPS 2015-16: Student legal resident before 1-1-2010?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16RESDT	CPS 2015-16: Student's legal residence date	CPS 2015-16 Variables	6		N	No
11	CPS 2015-16 File	C16GENDR	CPS 2015-16: Are you male or female?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PAR1ED	CPS 2015-16: Parent 1 highest grade level completed	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PAR2ED	CPS 2015-16: Parent 2 highest grade level completed	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16HSDIP	CPS 2015-16: HS diploma or Equivalent	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16HSCOD	CPS 2015-16: High School Code	CPS 2015-16 Variables	12		A	No
11	CPS 2015-16 File	C16FIRBA	CPS 2015-16: First bachelor degree by 7/1/2015?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16GRDLVL	CPS 2015-16: Grade level in college	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16DEG	CPS 2015-16: Degree/certificate	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16WRKS	CPS 2015-16: Interested in Work-Study or Student Loans?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16TAX	CPS 2015-16: Student's tax return completed?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16TXY	CPS 2015-16: Student's type of 2014 tax form used	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16TXEZ	CPS 2015-16: Student eligible to file 1040A or 1040EZ	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16TXAGI	CPS 2015-16: Student's adj gross inc on IRS form	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16TXPD	CPS 2015-16: Student's US income tax paid	CPS 2015-16 Variables	5		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
11	CPS 2015-16 File	C16TXCLM	CPS 2015-16: Student's exemptions claimed	CPS 2015-16 Variables	2		N	No
11	CPS 2015-16 File	C16INC	CPS 2015-16: Student's income earned from work	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16INCSP	CPS 2015-16: Spouse's income earned from work	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16CASH	CPS 2015-16: Student's cash, savings, checking	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16INVT	CPS 2015-16: Student's investment net worth	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16BUS	CPS 2015-16: Student's business and/or farm net worth	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16EDCRD	CPS 2015-16: Student's Educational Credits	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16CSUPP	CPS 2015-16: Student's Child Support Paid	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16NDEMP	CPS 2015-16: Student's Need-Based Employment	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16GRANT	CPS 2015-16: Student's Grant/Scholarship Aid	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16COMPAY	CPS 2015-16: Student's Combat Pay	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16COOP	CPS 2015-16: Student's Co-op Pay	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PENS	CPS 2015-16: Student's Pension Payments	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16IRA	CPS 2015-16: Student's IRA Payments	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16CSUPR	CPS 2015-16: Student's Child Support Received	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16INCINT	CPS 2015-16: Student's Interest Income	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16IRADIS	CPS 2015-16: Student's IRA Distributions	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16UPEN	CPS 2015-16: Student's Untaxed Pensions	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16MILIT	CPS 2015-16: Student's Military/Clergy Allowances	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16VETBE	CPS 2015-16: Student's Veterans Noneducation Benefits	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16INCOTH	CPS 2015-16: Student's Other Untaxed Income	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16ONREP	CPS 2015-16: Student's Other Non-Reported Money	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16BORN	CPS 2015-16: Born before 1/1/1992?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16MAR	CPS 2015-16: Is student married?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16MSDOC	CPS 2015-16: Working on a Master's or Doctorate Program?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16ACTDUTY	CPS 2015-16: Are you on active duty in U.S. Armed Forces?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16VET	CPS 2015-16: Veteran of US armed forces?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16DEPS	CPS 2015-16: Have children you support?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16DEPO	CPS 2015-16: Have legal dep other than child/spouse?	CPS 2015-16 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
11	CPS 2015-16 File	C16ORPH	CPS 2015-16: Orphan, Ward of Court, or Foster Care	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16MINOR	CPS 2015-16: As of today, an emancipated minor?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16GUARD	CPS 2015-16: As of today, in legal guardianship?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SCHLIA	CPS 2015-16: Unaccompanied youth determ by school liaison?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16HUD	CPS 2015-16: Unaccompanied youth determined by HUD?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16HOMELS	CPS 2015-16: At risk of homelessness?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PARST	CPS 2015-16: Parents' marital status	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PMARDT	CPS 2015-16: Parents' marital status date	CPS 2015-16 Variables	6		N	No
11	CPS 2015-16 File	C16DOBP1	CPS 2015-16: Parent 1 Date of Birth	CPS 2015-16 Variables	6		N	No
11	CPS 2015-16 File	C16DOBP2	CPS 2015-16: Parent 2 Date of Birth	CPS 2015-16 Variables	6		N	No
11	CPS 2015-16 File	C16PSTATE	CPS 2015-16: Parents' state of legal residence	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PRES	CPS 2015-16: Parents' legal residents before 1-1-2010?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PLEGDT	CPS 2015-16: Parents' legal residence date	CPS 2015-16 Variables	6		N	No
11	CPS 2015-16 File	C16PFAMNM	CPS 2015-16: Parents' number of family members	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PCOLNM	CPS 2015-16: Parents' number in college	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PSSINC	CPS 2015-16: Parents' Supplemental Security Income Benefits	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PFOOD	CPS 2015-16: Parents' Food Stamp Benefits	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PFREE	CPS 2015-16: Parents' Free or Reduced Price School Lunch Benefits	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PTANF	CPS 2015-16: Parents' TANF Benefits	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PWIC	CPS 2015-16: Parents' WIC Benefits	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PTAX	CPS 2015-16: Parents' tax return completed?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PTXTY	CPS 2015-16: Parents' type of 2014 tax form used	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PTXEZ	CPS 2015-16: Parents' eligible to file 1040A or 1040EZ	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PDISLW	CPS 2015-16: Parent dislocated worker	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PTXAGI	CPS 2015-16: Parents' adjusted gross income	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PTXPD	CPS 2015-16: Parents' US income tax paid	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PTXCLM	CPS 2015-16: Parents' exemptions claimed	CPS 2015-16 Variables	2		N	No
11	CPS 2015-16 File	C16PAR1INC	CPS 2015-16: Parent 1 income earned from work	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PAR2INC	CPS 2015-16: Parent 2 income earned from work	CPS 2015-16 Variables	7		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
11	CPS 2015-16 File	C16PCASH	CPS 2015-16: Parents' cash, savings, checking	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PINVT	CPS 2015-16: Parents' investment net worth	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PBUS	CPS 2015-16: Parents' business and/or farm net worth	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PEDCRD	CPS 2015-16: Parents' Educational Credits	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PCSUPP	CPS 2015-16: Parents' Child Support Paid	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PNDEMP	CPS 2015-16: Parents' Need-Based Employment	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PGRANT	CPS 2015-16: Parents' Grant/Scholarship Aid	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PCOMPAY	CPS 2015-16: Parents' Combat Pay	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PCOOP	CPS 2015-16: Parents' Co-op Pay	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PPENS	CPS 2015-16: Parents' Pension Payments	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PIRA	CPS 2015-16: Parents' IRA Payments	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PCSUPR	CPS 2015-16: Parents' Child Support Received	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PINCINT	CPS 2015-16: Parents' Interest Income	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PIRADIS	CPS 2015-16: Parents' IRA Distributions	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PUPEN	CPS 2015-16: Parents' Untaxed Pensions	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PMILIT	CPS 2015-16: Parents' Military/Clergy Allowances	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PVETBE	CPS 2015-16: Parents' Veterans Noneducation Benefits	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16PINCOTH	CPS 2015-16: Parents' Other Untaxed Income	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16FAMNM	CPS 2015-16: Student's number of family members	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16COLNM	CPS 2015-16: Student's number in college	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SSINC	CPS 2015-16: Student Supplemental Security Income Benefits	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16FOOD	CPS 2015-16: Student Food Stamp Benefits	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16FREE	CPS 2015-16: Student Free or Reduced Price School Lunch Benefits	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16TANF	CPS 2015-16: Student TANF Benefits	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16WIC	CPS 2015-16: Student WIC Benefits	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16DISLW	CPS 2015-16: Student/Spouse Dislocated Worker	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SCH01	CPS 2015-16: Federal School code #1	CPS 2015-16 Variables	6		A	No
11	CPS 2015-16 File	C16HPLN01	CPS 2015-16: Federal School code #1 Housing Plans	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SCH02	CPS 2015-16: Federal School code #2	CPS 2015-16 Variables	6		A	No
11	CPS 2015-16 File	C16HPLN02	CPS 2015-16: Federal School Code #2 Housing Plans	CPS 2015-16 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
11	CPS 2015-16 File	C16SCH03	CPS 2015-16: Federal School code #3	CPS 2015-16 Variables	6		A	No
11	CPS 2015-16 File	C16HPLN03	CPS 2015-16: Federal School Code #3 Housing Plans	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SCH04	CPS 2015-16: Federal School code #4	CPS 2015-16 Variables	6		A	No
11	CPS 2015-16 File	C16HPLN04	CPS 2015-16: Federal School Code #4 Housing Plans	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SCH05	CPS 2015-16: Federal School code #5	CPS 2015-16 Variables	6		A	No
11	CPS 2015-16 File	C16HPLN05	CPS 2015-16: Federal School Code #5 Housing Plans	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SCH06	CPS 2015-16: Federal School code #6	CPS 2015-16 Variables	6		A	No
11	CPS 2015-16 File	C16HPLN06	CPS 2015-16: Federal School Code #6 Housing Plans	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SCH07	CPS 2015-16: Federal School code #7	CPS 2015-16 Variables	6		A	No
11	CPS 2015-16 File	C16HPLN07	CPS 2015-16: Federal School Code #7 Housing Plans	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SCH08	CPS 2015-16: Federal School code #8	CPS 2015-16 Variables	6		A	No
11	CPS 2015-16 File	C16HPLN08	CPS 2015-16: Federal School Code #8 Housing Plans	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SCH09	CPS 2015-16: Federal School code #9	CPS 2015-16 Variables	6		A	No
11	CPS 2015-16 File	C16HPLN09	CPS 2015-16: Federal School Code #9 Housing Plans	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SCH10	CPS 2015-16: Federal School code #10	CPS 2015-16 Variables	6		A	No
11	CPS 2015-16 File	C16HPLN10	CPS 2015-16: Federal School Code #10 Housing Plans	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16APPDT	CPS 2015-16: Date application completed	CPS 2015-16 Variables	8		N	No
11	CPS 2015-16 File	C16DEPOV	CPS 2015-16: Dependency override indicator	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16DEPEN	CPS 2015-16: Dependency status	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16TRNSRC	CPS 2015-16: Transaction Data Source/Type Code	CPS 2015-16 Variables	2		A	Yes
11	CPS 2015-16 File	C16IRS	CPS 2015-16: Student IRS Request Flag	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PIRS	CPS 2015-16: Parent IRS Request Flag	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PATE	CPS 2015-16: Parent Asset Threshold Exceeded	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SATE	CPS 2015-16: Student Asset Threshold Exceeded	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16JUDG	CPS 2015-16: Professional judgment	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16IRSAGI	CPS 2015-16: IRS Student AGI Flag	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16IRSFIT	CPS 2015-16: IRS Student Federal Income Tax (FIT) Flag	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PIRSAGI	CPS 2015-16: IRS Parent AGI Flag	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PIRSFIT	CPS 2015-16: IRS Parent FIT Flag	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16APPSRC	CPS 2015-16: Application data source/type code	CPS 2015-16 Variables	2		A	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
11	CPS 2015-16 File	C16APPDTR	CPS 2015-16: Application receipt date	CPS 2015-16 Variables	8		N	No
11	CPS 2015-16 File	C16GRAD	CPS 2015-16: Graduate flag	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16TRNDT	CPS 2015-16: Transaction Processed Date	CPS 2015-16 Variables	8		N	No
11	CPS 2015-16 File	C16EFCZR	CPS 2015-16: Automatic zero EFC	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SNT	CPS 2015-16: Simplified needs test (SNT)	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16PTXSTA	CPS 2015-16: Parents' calculated 2014 tax status	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16STXSTA	CPS 2015-16: Student's calculated 2014 tax status	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16HSFLG	CPS 2015-16: High School Flag	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16ACITZN	CPS 2015-16: Assumed citizenship	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16AAGI	CPS 2015-16: Assumed student's AGI	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16ATXPD	CPS 2015-16: Assumed student's US tax paid	CPS 2015-16 Variables	5		N	No
11	CPS 2015-16 File	C16AINC	CPS 2015-16: Assumed student's income from work	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16AINCSP	CPS 2015-16: Assumed spouse's income from work	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16AMAR	CPS 2015-16: Assumed is student married/remarried?	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16AFAMNM	CPS 2015-16: Assumed student's number in family	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16ACOLNM	CPS 2015-16: Assumed student's number in college	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16EFCP	CPS 2015-16: Primary EFC	CPS 2015-16 Variables	6		N	No
11	CPS 2015-16 File	C16EFCS	CPS 2015-16: Secondary EFC	CPS 2015-16 Variables	6		N	No
11	CPS 2015-16 File	C16EFCPT	CPS 2015-16: Primary EFC type	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16EFCST	CPS 2015-16: Secondary EFC type	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16TI	CPS 2015-16: TI: Total Income	CPS 2015-16 Variables	8		N	No
11	CPS 2015-16 File	C16ATI	CPS 2015-16: ATI: Allowances Against Total Income	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16STX	CPS 2015-16: STX: State Tax Allowance	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16EA	CPS 2015-16: EA: Employment Allowance	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16IPA	CPS 2015-16: IPA: Income Protection Allowance	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16NW	CPS 2015-16: NW: Net Worth	CPS 2015-16 Variables	9		N	No
11	CPS 2015-16 File	C16APA	CPS 2015-16: APA: Asset Protection Allowance	CPS 2015-16 Variables	9		N	No
11	CPS 2015-16 File	C16PCA	CPS 2015-16: PCA: Parents' Contribution from Assets	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16TSC	CPS 2015-16: TSC: Total Student's Contribution	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16TPC	CPS 2015-16: TPC: Total Parents' Contribution	CPS 2015-16 Variables	7		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
11	CPS 2015-16 File	C16PC	CPS 2015-16: PC: Parents' Contribution	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16STI	CPS 2015-16: STI: Student's Total Income	CPS 2015-16 Variables	8		N	No
11	CPS 2015-16 File	C16SIC	CPS 2015-16: SIC: Dependent Student's Inc Contribution	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16SDNW	CPS 2015-16: SDNW: Student's Discretionary Net Worth	CPS 2015-16 Variables	9		N	No
11	CPS 2015-16 File	C16SCA	CPS 2015-16: SCA: Student's Contribution from Assets	CPS 2015-16 Variables	7		N	No
11	CPS 2015-16 File	C16FTI	CPS 2015-16: FTI: FISAP total income	CPS 2015-16 Variables	8		N	No
11	CPS 2015-16 File	C16NSLDS	CPS 2015-16: NSLDS match flag	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16SSACIT	CPS 2015-16: SSA citizenship flag	CPS 2015-16 Variables	2		N	Yes
11	CPS 2015-16 File	C16VA	CPS 2015-16: VA match flag	CPS 2015-16 Variables	2		N	Yes
12	CPS 2016-17 File	STU_ID	Student ID	CPS 2016-17 Variables	5		A	No
12	CPS 2016-17 File	C17SOURCE	CPS 2016-17: Source of data record	CPS 2016-17 Variables	1		N	Yes
12	CPS 2016-17 File	C17TRNNM	CPS 2016-17: Transaction number	CPS 2016-17 Variables	2		N	No
12	CPS 2016-17 File	C17DOB	CPS 2016-17: Student's date of birth	CPS 2016-17 Variables	6		N	No
12	CPS 2016-17 File	C17DRIVST	CPS 2016-17: Student's Driver's License State Code	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17CITZN	CPS 2016-17: Student's citizenship status	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17MARR	CPS 2016-17: Student's marital status	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17MARDT	CPS 2016-17: Student's marital status date	CPS 2016-17 Variables	6		N	No
12	CPS 2016-17 File	C17STATE	CPS 2016-17: Student's state of legal residence	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17RES	CPS 2016-17: Student legal resident before 1-1-2011?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17RESDT	CPS 2016-17: Student's legal residence date	CPS 2016-17 Variables	6		N	No
12	CPS 2016-17 File	C17GENDR	CPS 2016-17: Are you male or female?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PAR1ED	CPS 2016-17: Parent 1 highest grade level completed	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PAR2ED	CPS 2016-17: Parent 2 highest grade level completed	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17HSDIP	CPS 2016-17: HS diploma or Equivalent	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17HSCOD	CPS 2016-17: High School Code	CPS 2016-17 Variables	12		A	No
12	CPS 2016-17 File	C17FIRBA	CPS 2016-17: First bachelor degree by 7/1/2016?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17GRDLVL	CPS 2016-17: Grade level in college	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17DEG	CPS 2016-17: Degree/certificate	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17WRKS	CPS 2016-17: Interested in Work-Study or Student Loans?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17TAX	CPS 2016-17: Student's tax return completed?	CPS 2016-17 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
12	CPS 2016-17 File	C17TXTY	CPS 2016-17: Student's type of 2015 tax form used	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17TXEZ	CPS 2016-17: Student eligible to file 1040A or 1040EZ	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17TXAGI	CPS 2016-17: Student's adj gross inc on IRS form	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17TXPD	CPS 2016-17: Student's US income tax paid	CPS 2016-17 Variables	5		N	No
12	CPS 2016-17 File	C17TXCLM	CPS 2016-17: Student's exemptions claimed	CPS 2016-17 Variables	2		N	No
12	CPS 2016-17 File	C17INC	CPS 2016-17: Student's income earned from work	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17INCSP	CPS 2016-17: Spouse's income earned from work	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17CASH	CPS 2016-17: Student's cash, savings, checking	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17INVT	CPS 2016-17: Student's investment net worth	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17BUS	CPS 2016-17: Student's business and/or farm net worth	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17EDCRD	CPS 2016-17: Student's Educational Credits	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17CSUPP	CPS 2016-17: Student's Child Support Paid	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17NDEMP	CPS 2016-17: Student's Need-Based Employment	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17GRANT	CPS 2016-17: Student's Grant/Scholarship Aid	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17COMPAY	CPS 2016-17: Student's Combat Pay	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17COOP	CPS 2016-17: Student's Co-op Pay	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PENS	CPS 2016-17: Student's Pension Payments	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17IRA	CPS 2016-17: Student's IRA Payments	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17CSUPR	CPS 2016-17: Student's Child Support Received	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17INCINT	CPS 2016-17: Student's Interest Income	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17IRADIS	CPS 2016-17: Student's IRA Distributions	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17UPEN	CPS 2016-17: Student's Untaxed Pensions	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17MILIT	CPS 2016-17: Student's Military/Clergy Allowances	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17VETBE	CPS 2016-17: Student's Veterans Noneducation Benefits	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17INCOTH	CPS 2016-17: Student's Other Untaxed Income	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17ONREP	CPS 2016-17: Student's Other Non-Reported Money	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17BORN	CPS 2016-17: Born before 1/1/1993?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17MAR	CPS 2016-17: Is student married?	CPS 2016-17 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
12	CPS 2016-17 File	C17MSDOC	CPS 2016-17: Working on a Master's or Doctorate Program?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17ACTDUTY	CPS 2016-17: Are you on active duty in U.S Armed Forces?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17VET	CPS 2016-17: Veteran of US armed forces?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17DEPS	CPS 2016-17: Have children you support?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17DEPO	CPS 2016-17: Have legal dep other than child/spouse?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17ORPH	CPS 2016-17: Orphan, Ward of Court, or Foster Care	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17MINOR	CPS 2016-17: As of today, an emancipated minor?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17GUARD	CPS 2016-17: As of today, in legal guardianship?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SCHLIA	CPS 2016-17: Unaccompanied youth determ by school liaison?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17HUD	CPS 2016-17: Unaccompanied youth determined by HUD?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17HOMELS	CPS 2016-17: At risk of homelessness?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PARST	CPS 2016-17: Parents' marital status	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PMARDT	CPS 2016-17: Parents' marital status date	CPS 2016-17 Variables	6		N	No
12	CPS 2016-17 File	C17DOBP1	CPS 2016-17: Parent 1 Date of Birth	CPS 2016-17 Variables	6		N	No
12	CPS 2016-17 File	C17DOBP2	CPS 2016-17: Parent 2 Date of Birth	CPS 2016-17 Variables	6		N	No
12	CPS 2016-17 File	C17PSTATE	CPS 2016-17: Parents' state of legal residence	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PRES	CPS 2016-17: Parents' legal residents before 1-1-2011?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PLEGDT	CPS 2016-17: Parents' legal residence date	CPS 2016-17 Variables	6		N	No
12	CPS 2016-17 File	C17PFAMNM	CPS 2016-17: Parents' number of family members	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PCOLNM	CPS 2016-17: Parents' number in college	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PSSINC	CPS 2016-17: Parents' Supplemental Security Income Benefits	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PFOOD	CPS 2016-17: Parents' Food Stamp Benefits	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PFREE	CPS 2016-17: Parents' Free or Reduced Price School Lunch Benefits	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PTANF	CPS 2016-17: Parents' TANF Benefits	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PWIC	CPS 2016-17: Parents' WIC Benefits	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PTAX	CPS 2016-17: Parents' tax return completed?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PTXTY	CPS 2016-17: Parents' type of 2015 tax form used	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PTXEZ	CPS 2016-17: Parents' eligible to file 1040A or 1040EZ	CPS 2016-17 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
12	CPS 2016-17 File	C17PDISLW	CPS 2016-17: Parent dislocated worker	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PTXAGI	CPS 2016-17: Parents' adjusted gross income	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PTXPD	CPS 2016-17: Parents' US income tax paid	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PTXCLM	CPS 2016-17: Parents' exemptions claimed	CPS 2016-17 Variables	2		N	No
12	CPS 2016-17 File	C17PAR1INC	CPS 2016-17: Parent 1 income earned from work	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PAR2INC	CPS 2016-17: Parent 2 income earned from work	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PCASH	CPS 2016-17: Parents' cash, savings, checking	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PINVT	CPS 2016-17: Parents' investment net worth	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PBUS	CPS 2016-17: Parents' business and/or farm net worth	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PEDCRD	CPS 2016-17: Parents' Educational Credits	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PCSUPP	CPS 2016-17: Parents' Child Support Paid	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PNDEMP	CPS 2016-17: Parents' Need-Based Employment	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PGRANT	CPS 2016-17: Parents' Grant/Scholarship Aid	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PCOMPAY	CPS 2016-17: Parents' Combat Pay	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PCOOP	CPS 2016-17: Parents' Co-op Pay	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PPENS	CPS 2016-17: Parents' Pension Payments	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PIRA	CPS 2016-17: Parents' IRA Payments	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PCSUPR	CPS 2016-17: Parents' Child Support Received	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PINCINT	CPS 2016-17: Parents' Interest Income	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PIRADIS	CPS 2016-17: Parents' IRA Distributions	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PUPEN	CPS 2016-17: Parents' Untaxed Pensions	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PMILIT	CPS 2016-17: Parents' Military/Clergy Allowances	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PVETBE	CPS 2016-17: Parents' Veterans Noneducation Benefits	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PINCOTH	CPS 2016-17: Parents' Other Untaxed Income	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17FAMNM	CPS 2016-17: Student's number of family members	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17COLNM	CPS 2016-17: Student's number in college	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SSINC	CPS 2016-17: Student Supplemental Security Income Benefits	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17FOOD	CPS 2016-17: Student Food Stamp Benefits	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17FREE	CPS 2016-17: Student Free or Reduced Price School Lunch Benefits	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17TANF	CPS 2016-17: Student TANF Benefits	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17WIC	CPS 2016-17: Student WIC Benefits	CPS 2016-17 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
12	CPS 2016-17 File	C17DISLW	CPS 2016-17: Student/Spouse Dislocated Worker	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SCH01	CPS 2016-17: Federal School code #1	CPS 2016-17 Variables	6		A	No
12	CPS 2016-17 File	C17HPLN01	CPS 2016-17: Federal School code #1 Housing Plans	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SCH02	CPS 2016-17: Federal School code #2	CPS 2016-17 Variables	6		A	No
12	CPS 2016-17 File	C17HPLN02	CPS 2016-17: Federal School Code #2 Housing Plans	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SCH03	CPS 2016-17: Federal School code #3	CPS 2016-17 Variables	6		A	No
12	CPS 2016-17 File	C17HPLN03	CPS 2016-17: Federal School Code #3 Housing Plans	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SCH04	CPS 2016-17: Federal School code #4	CPS 2016-17 Variables	6		A	No
12	CPS 2016-17 File	C17HPLN04	CPS 2016-17: Federal School Code #4 Housing Plans	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SCH05	CPS 2016-17: Federal School code #5	CPS 2016-17 Variables	6		A	No
12	CPS 2016-17 File	C17HPLN05	CPS 2016-17: Federal School Code #5 Housing Plans	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SCH06	CPS 2016-17: Federal School code #6	CPS 2016-17 Variables	6		A	No
12	CPS 2016-17 File	C17HPLN06	CPS 2016-17: Federal School Code #6 Housing Plans	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SCH07	CPS 2016-17: Federal School code #7	CPS 2016-17 Variables	6		A	No
12	CPS 2016-17 File	C17HPLN07	CPS 2016-17: Federal School Code #7 Housing Plans	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SCH08	CPS 2016-17: Federal School code #8	CPS 2016-17 Variables	6		A	No
12	CPS 2016-17 File	C17HPLN08	CPS 2016-17: Federal School Code #8 Housing Plans	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SCH09	CPS 2016-17: Federal School code #9	CPS 2016-17 Variables	6		A	No
12	CPS 2016-17 File	C17HPLN09	CPS 2016-17: Federal School Code #9 Housing Plans	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SCH10	CPS 2016-17: Federal School code #10	CPS 2016-17 Variables	6		A	No
12	CPS 2016-17 File	C17HPLN10	CPS 2016-17: Federal School Code #10 Housing Plans	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17APPDT	CPS 2016-17: Date application completed	CPS 2016-17 Variables	8		N	No
12	CPS 2016-17 File	C17DEPOV	CPS 2016-17: Dependency override indicator	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17DEPEN	CPS 2016-17: Dependency status	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17TRNSRC	CPS 2016-17: Transaction Data Source/Type Code	CPS 2016-17 Variables	2		A	Yes
12	CPS 2016-17 File	C17IRS	CPS 2016-17: Student IRS Request Flag	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PIRS	CPS 2016-17: Parent IRS Request Flag	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PATE	CPS 2016-17: Parent Asset Threshold Exceeded	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SATE	CPS 2016-17: Student Asset Threshold Exceeded	CPS 2016-17 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
12	CPS 2016-17 File	C17JUDG	CPS 2016-17: Professional judgment	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17IRSAGI	CPS 2016-17: IRS Student AGI Flag	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17IRSFIT	CPS 2016-17: IRS Student Federal Income Tax (FIT) Flag	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PIRSAGI	CPS 2016-17: IRS Parent AGI Flag	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PIRSFIT	CPS 2016-17: IRS Parent FIT Flag	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17APPSRC	CPS 2016-17: Application data source/type code	CPS 2016-17 Variables	2		A	Yes
12	CPS 2016-17 File	C17APPDTR	CPS 2016-17: Application receipt date	CPS 2016-17 Variables	8		N	No
12	CPS 2016-17 File	C17GRAD	CPS 2016-17: Graduate flag	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PELL	CPS 2016-17: Pell grant eligibility flag	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17TRNDT	CPS 2016-17: Transaction Processed Date	CPS 2016-17 Variables	8		N	No
12	CPS 2016-17 File	C17EFCZR	CPS 2016-17: Automatic zero EFC	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SNT	CPS 2016-17: Simplified needs test (SNT)	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17PTXSTA	CPS 2016-17: Parents' calculated 2015 tax status	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17STXSTA	CPS 2016-17: Student's calculated 2015 tax status	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17HSFLG	CPS 2016-17: High School Flag	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17ACITZN	CPS 2016-17: Assumed citizenship	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17AMARR	CPS 2016-17: Assumed student's marital status	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17AAGI	CPS 2016-17: Assumed student's AGI	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17ATXPD	CPS 2016-17: Assumed student's US tax paid	CPS 2016-17 Variables	5		N	No
12	CPS 2016-17 File	C17AINC	CPS 2016-17: Assumed student's income from work	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17AINCSP	CPS 2016-17: Assumed spouse's income from work	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17AADFIN	CPS 2016-17: Assumed Student's additional financial information total	CPS 2016-17 Variables	8		N	No
12	CPS 2016-17 File	C17ABORN	CPS 2016-17: Assumed date of birth prior	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17AMAR	CPS 2016-17: Assumed is student married/remarried?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17ADEPS	CPS 2016-17: Assumed have children you support?	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17ADEPO	CPS 2016-17: Assumed have legal dep oth than child/sp	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17AFAMNM	CPS 2016-17: Assumed student's number in family	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17ACOLNM	CPS 2016-17: Assumed student's number in college	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17ASCH	CPS 2016-17: Assumed homeless youth-school determined	CPS 2016-17 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
12	CPS 2016-17 File	C17AHUD	CPS 2016-17: Assumed homeless youth-HUD program determined	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17AHOMELS	CPS 2016-17: Assumed at risk of homelessness	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17ASATE	CPS 2016-17: Assumed Student Asset Threshold Exceeded	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17APATE	CPS 2016-17: Assumed Parent Asset Threshold Exceeded	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17EFCP	CPS 2016-17: Primary EFC	CPS 2016-17 Variables	6		N	No
12	CPS 2016-17 File	C17EFCS	CPS 2016-17: Secondary EFC	CPS 2016-17 Variables	6		N	No
12	CPS 2016-17 File	C17EFCPT	CPS 2016-17: Primary EFC type	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17EFCST	CPS 2016-17: Secondary EFC type	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17TI	CPS 2016-17: TI: Total Income	CPS 2016-17 Variables	8		N	No
12	CPS 2016-17 File	C17ATI	CPS 2016-17: ATI: Allowances Against Total Income	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17STX	CPS 2016-17: STX: State Tax Allowance	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17EA	CPS 2016-17: EA: Employment Allowance	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17IPA	CPS 2016-17: IPA: Income Protection Allowance	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17AI	CPS 2016-17: AI: Available Income	CPS 2016-17 Variables	8		N	No
12	CPS 2016-17 File	C17CAI	CPS 2016-17: CAI: Contribution from available income	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17DNW	CPS 2016-17: DNW: Discretionary Net Worth	CPS 2016-17 Variables	9		N	No
12	CPS 2016-17 File	C17NW	CPS 2016-17: NW: Net Worth	CPS 2016-17 Variables	9		N	No
12	CPS 2016-17 File	C17APA	CPS 2016-17: APA: Asset Protection Allowance	CPS 2016-17 Variables	9		N	No
12	CPS 2016-17 File	C17PCA	CPS 2016-17: PCA: Parents' Contribution from Assets	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17AAI	CPS 2016-17: AAI: Adjusted Available Income	CPS 2016-17 Variables	8		N	No
12	CPS 2016-17 File	C17TSC	CPS 2016-17: TSC: Total Student's Contribution	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17TPC	CPS 2016-17: TPC: Total Parents' Contribution	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17PC	CPS 2016-17: PC: Parents' Contribution	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17STI	CPS 2016-17: STI: Student's Total Income	CPS 2016-17 Variables	8		N	No
12	CPS 2016-17 File	C17SATI	CPS 2016-17: SATI: Student's Allowance Against Total Income	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17SIC	CPS 2016-17: SIC: Dependent Student's Inc Contribution	CPS 2016-17 Variables	7		N	No
12	CPS 2016-17 File	C17SDNW	CPS 2016-17: SDNW: Student's Discretionary Net Worth	CPS 2016-17 Variables	9		N	No
12	CPS 2016-17 File	C17SCA	CPS 2016-17: SCA: Student's Contribution from Assets	CPS 2016-17 Variables	7		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
12	CPS 2016-17 File	C17FTI	CPS 2016-17: FTI: FISAP total income	CPS 2016-17 Variables	8		N	No
12	CPS 2016-17 File	C17NSLDS	CPS 2016-17: NSLDS match flag	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17SSACIT	CPS 2016-17: SSA citizenship flag	CPS 2016-17 Variables	2		N	Yes
12	CPS 2016-17 File	C17VA	CPS 2016-17: VA match flag	CPS 2016-17 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	STU_ID	Student ID	CPS 2017-18 Variables	5		A	No
13	CPS 2017-18 Preliminary File	C18SOURCE	CPS 2017-18: Source of data record	CPS 2017-18 Variables	1		N	Yes
13	CPS 2017-18 Preliminary File	C18TRNNM	CPS 2017-18: Transaction number	CPS 2017-18 Variables	2		N	No
13	CPS 2017-18 Preliminary File	C18DOB	CPS 2017-18: Student's date of birth	CPS 2017-18 Variables	6		N	No
13	CPS 2017-18 Preliminary File	C18DRIVST	CPS 2017-18: Student's Driver's License State Code	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18CITZN	CPS 2017-18: Student's citizenship status	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18MARR	CPS 2017-18: Student's marital status	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18MARDT	CPS 2017-18: Student's marital status date	CPS 2017-18 Variables	6		N	No
13	CPS 2017-18 Preliminary File	C18STATE	CPS 2017-18: Student's state of legal residence	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18RES	CPS 2017-18: Student legal resident before 1-1-2012?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18RESDT	CPS 2017-18: Student's legal residence date	CPS 2017-18 Variables	6		N	No
13	CPS 2017-18 Preliminary File	C18GENDR	CPS 2017-18: Are you male or female?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PAR1ED	CPS 2017-18: Parent 1 highest grade level completed	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PAR2ED	CPS 2017-18: Parent 2 highest grade level completed	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18HSDIP	CPS 2017-18: HS diploma or Equivalent	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18HSCOD	CPS 2017-18: High School Code	CPS 2017-18 Variables	12		A	No
13	CPS 2017-18 Preliminary File	C18FIRBA	CPS 2017-18: First bachelor degree by 7/1/2017?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18GRDLVL	CPS 2017-18: Grade level in college	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18DEG	CPS 2017-18: Degree/certificate	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18WRKS	CPS 2017-18: Interested in Work-Study or Student Loans?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18TAX	CPS 2017-18: Student's tax return completed?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18XTY	CPS 2017-18: Student's type of 2015 tax form used	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18TXEZ	CPS 2017-18: Student eligible to file 1040A or 1040EZ	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18TXAGI	CPS 2017-18: Student's adj gross inc on IRS form	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18TXPD	CPS 2017-18: Student's US income tax paid	CPS 2017-18 Variables	5		N	No
13	CPS 2017-18 Preliminary File	C18TXCLM	CPS 2017-18: Student's exemptions claimed	CPS 2017-18 Variables	2		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
13	CPS 2017-18 Preliminary File	C18INC	CPS 2017-18: Student's income earned from work	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18INCSP	CPS 2017-18: Spouse's income earned from work	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18CASH	CPS 2017-18: Student's cash, savings, checking	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18INVT	CPS 2017-18: Student's investment net worth	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18BUS	CPS 2017-18: Student's business and/or farm net worth	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18EDCRD	CPS 2017-18: Student's Educational Credits	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18CSUPP	CPS 2017-18: Student's Child Support Paid	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18NDEMP	CPS 2017-18: Student's Need-Based Employment	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18GRANT	CPS 2017-18: Student's Grant/Scholarship Aid	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18COMPAY	CPS 2017-18: Student's Combat Pay	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18COOP	CPS 2017-18: Student's Co-op Pay	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PENS	CPS 2017-18: Student's Pension Payments	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18IRA	CPS 2017-18: Student's IRA Payments	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18CSUPR	CPS 2017-18: Student's Child Support Received	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18INCINT	CPS 2017-18: Student's Interest Income	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18IRADIS	CPS 2017-18: Student's IRA Distributions	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18UPEN	CPS 2017-18: Student's Untaxed Pensions	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18MILIT	CPS 2017-18: Student's Military/Clergy Allowances	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18VETBE	CPS 2017-18: Student's Veterans Noneducation Benefits	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18INCOTH	CPS 2017-18: Student's Other Untaxed Income	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18ONREP	CPS 2017-18: Student's Other Non-Reported Money	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18BORN	CPS 2017-18: Born before 1/1/1994?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18MAR	CPS 2017-18: Is student married?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18MSDOC	CPS 2017-18: Working on a Master's or Doctorate Program?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18ACTDUTY	CPS 2017-18: Are you on active duty in U.S Armed Forces?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18VET	CPS 2017-18: Veteran of US armed forces?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18DEPS	CPS 2017-18: Have children you support?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18DEPO	CPS 2017-18: Have legal dep other than child/spouse?	CPS 2017-18 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
13	CPS 2017-18 Preliminary File	C18ORPH	CPS 2017-18: Orphan, Ward of Court, or Foster Care	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18MINOR	CPS 2017-18: As of today, an emancipated minor?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18GUARD	CPS 2017-18: As of today, in legal guardianship?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SCHLIA	CPS 2017-18: Unaccompanied youth determ by school liaison?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18HUD	CPS 2017-18: Unaccompanied youth determined by HUD?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18HOMELS	CPS 2017-18: At risk of homelessness?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PARST	CPS 2017-18: Parents' marital status	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PMARDT	CPS 2017-18: Parents' marital status date	CPS 2017-18 Variables	6		N	No
13	CPS 2017-18 Preliminary File	C18DOBP1	CPS 2017-18: Parent 1 Date of Birth	CPS 2017-18 Variables	6		N	No
13	CPS 2017-18 Preliminary File	C18DOBP2	CPS 2017-18: Parent 2 Date of Birth	CPS 2017-18 Variables	6		N	No
13	CPS 2017-18 Preliminary File	C18PSTATE	CPS 2017-18: Parents' state of legal residence	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PRES	CPS 2017-18: Parents' legal residents before 1-1-2012?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PLEGDT	CPS 2017-18: Parents' legal residence date	CPS 2017-18 Variables	6		N	No
13	CPS 2017-18 Preliminary File	C18PFAMNM	CPS 2017-18: Parents' number of family members	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PCOLNM	CPS 2017-18: Parents' number in college	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PSSINC	CPS 2017-18: Parents' Supplemental Security Income Benefits	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PFOOD	CPS 2017-18: Parents' Food Stamp Benefits	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PFREE	CPS 2017-18: Parents' Free or Reduced Price School Lunch Benefits	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PTANF	CPS 2017-18: Parents' TANF Benefits	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PWIC	CPS 2017-18: Parents' WIC Benefits	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PTAX	CPS 2017-18: Parents' tax return completed?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PTXTY	CPS 2017-18: Parents' type of 2015 tax form used	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PTXEZ	CPS 2017-18: Parents' eligible to file 1040A or 1040EZ	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PDISLW	CPS 2017-18: Parent dislocated worker	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PTXAGI	CPS 2017-18: Parents' adjusted gross income	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PTXPD	CPS 2017-18: Parents' US income tax paid	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PTXCLM	CPS 2017-18: Parents' exemptions claimed	CPS 2017-18 Variables	2		N	No
13	CPS 2017-18 Preliminary File	C18PAR1INC	CPS 2017-18: Parent 1 income earned from work	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PAR2INC	CPS 2017-18: Parent 2 income earned from work	CPS 2017-18 Variables	7		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
13	CPS 2017-18 Preliminary File	C18PCASH	CPS 2017-18: Parents' cash, savings, checking	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PINVT	CPS 2017-18: Parents' investment net worth	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PBUS	CPS 2017-18: Parents' business and/or farm net worth	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PEDCRD	CPS 2017-18: Parents' Educational Credits	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PCSUPP	CPS 2017-18: Parents' Child Support Paid	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PNDEMP	CPS 2017-18: Parents' Need-Based Employment	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PGRANT	CPS 2017-18: Parents' Grant/Scholarship Aid	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PCOMPAY	CPS 2017-18: Parents' Combat Pay	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PCOOP	CPS 2017-18: Parents' Co-op Pay	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PPENS	CPS 2017-18: Parents' Pension Payments	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PIRA	CPS 2017-18: Parents' IRA Payments	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PCSUPR	CPS 2017-18: Parents' Child Support Received	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PINCINT	CPS 2017-18: Parents' Interest Income	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PIRADIS	CPS 2017-18: Parents' IRA Distributions	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PUPEN	CPS 2017-18: Parents' Untaxed Pensions	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PMILIT	CPS 2017-18: Parents' Military/Clergy Allowances	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PVETBE	CPS 2017-18: Parents' Veterans Noneducation Benefits	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PINCOTH	CPS 2017-18: Parents' Other Untaxed Income	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18FAMNM	CPS 2017-18: Student's number of family members	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18COLNM	CPS 2017-18: Student's number in college	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SSINC	CPS 2017-18: Student Supplemental Security Income Benefits	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18FOOD	CPS 2017-18: Student Food Stamp Benefits	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18FREE	CPS 2017-18: Student Free or Reduced Price School Lunch Benefits	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18TANF	CPS 2017-18: Student TANF Benefits	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18WIC	CPS 2017-18: Student WIC Benefits	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18DISLW	CPS 2017-18: Student/Spouse Dislocated Worker	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SCH01	CPS 2017-18: Federal School code #1	CPS 2017-18 Variables	6		A	No
13	CPS 2017-18 Preliminary File	C18HPLN01	CPS 2017-18: Federal School code #1 Housing Plans	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SCH02	CPS 2017-18: Federal School code #2	CPS 2017-18 Variables	6		A	No
13	CPS 2017-18 Preliminary File	C18HPLN02	CPS 2017-18: Federal School Code #2 Housing Plans	CPS 2017-18 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
13	CPS 2017-18 Preliminary File	C18SCH03	CPS 2017-18: Federal School code #3	CPS 2017-18 Variables	6		A	No
13	CPS 2017-18 Preliminary File	C18HPLN03	CPS 2017-18: Federal School Code #3 Housing Plans	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SCH04	CPS 2017-18: Federal School code #4	CPS 2017-18 Variables	6		A	No
13	CPS 2017-18 Preliminary File	C18HPLN04	CPS 2017-18: Federal School Code #4 Housing Plans	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SCH05	CPS 2017-18: Federal School code #5	CPS 2017-18 Variables	6		A	No
13	CPS 2017-18 Preliminary File	C18HPLN05	CPS 2017-18: Federal School Code #5 Housing Plans	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SCH06	CPS 2017-18: Federal School code #6	CPS 2017-18 Variables	6		A	No
13	CPS 2017-18 Preliminary File	C18HPLN06	CPS 2017-18: Federal School Code #6 Housing Plans	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SCH07	CPS 2017-18: Federal School code #7	CPS 2017-18 Variables	6		A	No
13	CPS 2017-18 Preliminary File	C18HPLN07	CPS 2017-18: Federal School Code #7 Housing Plans	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SCH08	CPS 2017-18: Federal School code #8	CPS 2017-18 Variables	6		A	No
13	CPS 2017-18 Preliminary File	C18HPLN08	CPS 2017-18: Federal School Code #8 Housing Plans	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SCH09	CPS 2017-18: Federal School code #9	CPS 2017-18 Variables	6		A	No
13	CPS 2017-18 Preliminary File	C18HPLN09	CPS 2017-18: Federal School Code #9 Housing Plans	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SCH10	CPS 2017-18: Federal School code #10	CPS 2017-18 Variables	6		A	No
13	CPS 2017-18 Preliminary File	C18HPLN10	CPS 2017-18: Federal School Code #10 Housing Plans	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18APPDT	CPS 2017-18: Date application completed	CPS 2017-18 Variables	8		N	No
13	CPS 2017-18 Preliminary File	C18DEPOV	CPS 2017-18: Dependency override indicator	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18DEPEN	CPS 2017-18: Dependency status	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18TRNSRC	CPS 2017-18: Transaction Data Source/Type Code	CPS 2017-18 Variables	2		A	Yes
13	CPS 2017-18 Preliminary File	C18IRS	CPS 2017-18: Student IRS Request Flag	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PIRS	CPS 2017-18: Parent IRS Request Flag	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PATE	CPS 2017-18: Parent Asset Threshold Exceeded	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SATE	CPS 2017-18: Student Asset Threshold Exceeded	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18JUDG	CPS 2017-18: Professional judgment	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18IRSAGI	CPS 2017-18: IRS Student AGI Flag	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18IRSFIT	CPS 2017-18: IRS Student Federal Income Tax (FIT) Flag	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PIRSAGI	CPS 2017-18: IRS Parent AGI Flag	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PIRSFIT	CPS 2017-18: IRS Parent FIT Flag	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18APPSRC	CPS 2017-18: Application data source/type code	CPS 2017-18 Variables	2		A	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
13	CPS 2017-18 Preliminary File	C18APPDTR	CPS 2017-18: Application receipt date	CPS 2017-18 Variables	8		N	No
13	CPS 2017-18 Preliminary File	C18GRAD	CPS 2017-18: Graduate flag	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PELL	CPS 2017-18: Pell grant eligibility flag	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18TRNDT	CPS 2017-18: Transaction Processed Date	CPS 2017-18 Variables	8		N	No
13	CPS 2017-18 Preliminary File	C18EFCZR	CPS 2017-18: Automatic zero EFC	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SNT	CPS 2017-18: Simplified needs test (SNT)	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18PTXSTA	CPS 2017-18: Parents' calculated 2015 tax status	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18STXSTA	CPS 2017-18: Student's calculated 2015 tax status	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18HSFLG	CPS 2017-18: High School Flag	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18ACITZN	CPS 2017-18: Assumed citizenship	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18AMARR	CPS 2017-18: Assumed student's marital status	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18AAGI	CPS 2017-18: Assumed student's AGI	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18ATXPD	CPS 2017-18: Assumed student's US tax paid	CPS 2017-18 Variables	5		N	No
13	CPS 2017-18 Preliminary File	C18AINC	CPS 2017-18: Assumed student's income from work	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18AINCSP	CPS 2017-18: Assumed spouse's income from work	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18AADFIN	CPS 2017-18: Assumed Student's additional financial information total	CPS 2017-18 Variables	8		N	No
13	CPS 2017-18 Preliminary File	C18ABORN	CPS 2017-18: Assumed date of birth prior	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18AMAR	CPS 2017-18: Assumed is student married/remarried?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18ADEPS	CPS 2017-18: Assumed have children you support?	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18ADEPO	CPS 2017-18: Assumed have legal dep oth than child/sp	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18AFAMNM	CPS 2017-18: Assumed student's number in family	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18ACOLNM	CPS 2017-18: Assumed student's number in college	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18ASCH	CPS 2017-18: Assumed homeless youth-school determined	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18AHUD	CPS 2017-18: Assumed homeless youth-HUD program determined	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18AHOMELS	CPS 2017-18: Assumed at risk of homelessness	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18ASATE	CPS 2017-18: Assumed Student Asset Threshold Exceeded	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18APATE	CPS 2017-18: Assumed Parent Asset Threshold Exceeded	CPS 2017-18 Variables	2		N	Yes

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
13	CPS 2017-18 Preliminary File	C18EFCP	CPS 2017-18: Primary EFC	CPS 2017-18 Variables	6		N	No
13	CPS 2017-18 Preliminary File	C18EFCS	CPS 2017-18: Secondary EFC	CPS 2017-18 Variables	6		N	No
13	CPS 2017-18 Preliminary File	C18EFCPT	CPS 2017-18: Primary EFC type	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18EFCST	CPS 2017-18: Secondary EFC type	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18TI	CPS 2017-18: TI: Total Income	CPS 2017-18 Variables	8		N	No
13	CPS 2017-18 Preliminary File	C18ATI	CPS 2017-18: ATI: Allowances Against Total Income	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18STX	CPS 2017-18: STX: State Tax Allowance	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18EA	CPS 2017-18: EA: Employment Allowance	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18IPA	CPS 2017-18: IPA: Income Protection Allowance	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18AI	CPS 2017-18: AI: Available Income	CPS 2017-18 Variables	8		N	No
13	CPS 2017-18 Preliminary File	C18CAI	CPS 2017-18: CAI: Contribution from available income	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18DNW	CPS 2017-18: DNW: Discretionary Net Worth	CPS 2017-18 Variables	9		N	No
13	CPS 2017-18 Preliminary File	C18NW	CPS 2017-18: NW: Net Worth	CPS 2017-18 Variables	9		N	No
13	CPS 2017-18 Preliminary File	C18APA	CPS 2017-18: APA: Asset Protection Allowance	CPS 2017-18 Variables	9		N	No
13	CPS 2017-18 Preliminary File	C18PCA	CPS 2017-18: PCA: Parents' Contribution from Assets	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18AAI	CPS 2017-18: AAI: Adjusted Available Income	CPS 2017-18 Variables	8		N	No
13	CPS 2017-18 Preliminary File	C18TSC	CPS 2017-18: TSC: Total Student's Contribution	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18TPC	CPS 2017-18: TPC: Total Parents' Contribution	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18PC	CPS 2017-18: PC: Parents' Contribution	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18STI	CPS 2017-18: STI: Student's Total Income	CPS 2017-18 Variables	8		N	No
13	CPS 2017-18 Preliminary File	C18SATI	CPS 2017-18: SATI: Student's Allowance Against Total Income	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18SIC	CPS 2017-18: SIC: Dependent Student's Inc Contribution	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18SDNW	CPS 2017-18: SDNW: Student's Discretionary Net Worth	CPS 2017-18 Variables	9		N	No
13	CPS 2017-18 Preliminary File	C18SCA	CPS 2017-18: SCA: Student's Contribution from Assets	CPS 2017-18 Variables	7		N	No
13	CPS 2017-18 Preliminary File	C18FTI	CPS 2017-18: FTI: FISAP total income	CPS 2017-18 Variables	8		N	No
13	CPS 2017-18 Preliminary File	C18NSLDS	CPS 2017-18: NSLDS match flag	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18SSACIT	CPS 2017-18: SSA citizenship flag	CPS 2017-18 Variables	2		N	Yes
13	CPS 2017-18 Preliminary File	C18VA	CPS 2017-18: VA match flag	CPS 2017-18 Variables	2		N	Yes
14	NSLDS Pell File	STU_ID	Student ID	NSLDS Pell Variables	5		A	No
14	NSLDS Pell File	DUP_FLAG	Duplicate record indicator	NSLDS Pell Variables	1		N	Yes
14	NSLDS Pell File	PDATE1	Pell grant enrollment begin	NSLDS Pell Variables	8		N	No

(Continued)

File	FileDesc	Field	Label	SectionDesc	Len	Dec	Type	Discrete
14	NSLDS Pell File	PLYEAR	Award Year	NSLDS Pell Variables	4		N	No
14	NSLDS Pell File	PLSCHL1	Pell reporting institution code (OPEID)	NSLDS Pell Variables	6		A	No
14	NSLDS Pell File	PLBR1	Pell reporting institution branch	NSLDS Pell Variables	2		A	No
14	NSLDS Pell File	PLSCHL2	Pell attending institution code (OPEID)	NSLDS Pell Variables	6		A	No
14	NSLDS Pell File	PLBR2	Pell attending institution branch	NSLDS Pell Variables	2		A	No
14	NSLDS Pell File	PLAMTSCH	Pell grant scheduled amount	NSLDS Pell Variables	4		N	No
14	NSLDS Pell File	PLAMTP1	Pell grant paid amount	NSLDS Pell Variables	4		N	No
14	NSLDS Pell File	PLAMTP2	Pell grant remaining	NSLDS Pell Variables	4		N	No
14	NSLDS Pell File	PLEFC	Pell grant EFC	NSLDS Pell Variables	4		N	No
14	NSLDS Pell File	PLCOST1	Pell cost of attendance	NSLDS Pell Variables	6		N	No
15	NSLDS Loan File	STU_ID	Student ID	NSLDS Loan Variables	5		A	No
15	NSLDS Loan File	LOANID	Loan ID	NSLDS Loan Variables	12		N	No
15	NSLDS Loan File	ACADLVL	Academic level	NSLDS Loan Variables	2		N	Yes
15	NSLDS Loan File	LOANTYPE	Loan type	NSLDS Loan Variables	2		A	Yes
15	NSLDS Loan File	TOTDIS	Total amount disbursed	NSLDS Loan Variables	6		N	No
15	NSLDS Loan File	LOANDATE	Loan guaranteed date	NSLDS Loan Variables	8		N	No
15	NSLDS Loan File	BEGDATE	Loan period begin date	NSLDS Loan Variables	8		N	No
15	NSLDS Loan File	ENDDATE	Loan period end date	NSLDS Loan Variables	8		N	No
15	NSLDS Loan File	SCHCODE	Title IV school code (OPEID)	NSLDS Loan Variables	6		A	No
15	NSLDS Loan File	BRNCHCOD	School branch code	NSLDS Loan Variables	2		A	No
15	NSLDS Loan File	LOANSTAT	Current loan status	NSLDS Loan Variables	2		A	Yes
15	NSLDS Loan File	LNSTDATE	Current loan status date	NSLDS Loan Variables	8		N	No
15	NSLDS Loan File	OUTSTAND	Outstanding principal balance	NSLDS Loan Variables	6		N	No
15	NSLDS Loan File	OUTSTDAT	Outstanding principal balance date	NSLDS Loan Variables	8		N	No
15	NSLDS Loan File	OUTINT	Outstanding interest balance	NSLDS Loan Variables	6		N	No
15	NSLDS Loan File	OUTINDAT	Outstanding interest balance date	NSLDS Loan Variables	8		N	No
15	NSLDS Loan File	DEFERTYP	Current Deferment Type	NSLDS Loan Variables	2		A	Yes
15	NSLDS Loan File	DEFSTART	Current Deferment Start Date	NSLDS Loan Variables	8		N	No
15	NSLDS Loan File	DEFSTOP	Current Deferment Stop Date	NSLDS Loan Variables	8		N	No

This page intentionally left blank

Appendix L: Documentation for Composite Variables

This page intentionally left blank

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) X4NCESID, X4STATE, and X4TXSATCOMP. In addition to the fact that some composite variables have been suppressed on the public use file, others have been coarsened through recoding (X4EMPHRFSFB16 is an example of such a recoded variable). The HSLS:09 second follow-up composites are listed immediately below.

X4X2SES

This composite variable is used to measure a construct for socioeconomic status. X4X2SES is calculated using parent/guardians' education (X2PAR1EDU and X2PAR2EDU), occupation (X2PAR1OCC2 and X2PAR2OCC2), and family income (X2FAMINCOME). For cases with nonresponding parent/guardians, 5 imputed values are generated (X4X2SES1-X4X2SES5), X4X2SES is computed as the average of the 5 imputed values, and the imputation flag is set as X4X2SES_IM=3 (values for parent/guardian education, occupation, and income are set to -8). When education, occupation, or family income are imputed using other information provided by the responding parent/guardian, X4X2SES is constructed from the combination of actual and imputed parent/guardian values. For these cases, the values of X4X2SES1-X4X2SES5 are equivalent to X4X2SES and X4X2SES_IM=2. Otherwise, the responding parent/guardian provided responses for all input variables so that the values of X4X2SES1-X4X2SES5 are again equivalent to X4X2SES and X4X2SES_IM=0. For more information on this variable, please refer to section 7.5.1 of the HSLS:09 Base-Year to Second Follow-Up Data Documentation (NCES 2018-140).

X4X2SESQ5

This variable is the quintile of X4X2SES, weighted using the student weight (W2STUDENT). For more information on this variable, please refer to section 7.5.1 of the HSLS:09 Base-Year to Second Follow-Up Data Documentation (NCES 2018-140).

X4X2SES_U

This composite variable is used to measure a construct for socioeconomic status. X4X2SES_U is calculated using parent/guardians' education (X2PAR1EDU and X2PAR2EDU), occupation (X2PAR1OCC2 and X2PAR2OCC2), family income (X2FAMINCOME), as well as school urbanicity (X2LOCALE). For cases with nonresponding parent/guardians, 5 imputed values of are generated (X4X2SES1_U-X4X2SES5_U), X4X2SES_U is computed as the average of the 5 imputed values, and

the imputation flag is set as X4X2SES_IM=1 (values for parent/guardian education, occupation, and income are set to -8). When education, occupation, or family income are imputed using other information provided by the responding parent/guardian, X4X2SES_U is constructed from the combination of actual and imputed parent/guardian values. For these cases, the values of X4X2SES1_U-X4X2SES5_U are equivalent to X4X2SES_U and X4X2SES_IM=2. Otherwise, the responding parent/guardian provided responses for all input variables so that the values of X4X2SES1_U-X4X2SES5_U are again equivalent to X4X2SES_U and X4X2SES_IM=0. For more information on this variable, please refer to section 7.5.1 of the HSLs:09 Base-Year to Second Follow-Up Data Documentation (NCES 2018-140).

X4X2SESQ5_U

This variable is the quintile of X4X2SES_U, weighted using the student weight (W2STUDENT). For more information on this variable, please refer to section 7.5.1 of the HSLs:09 Base-Year to Second Follow-Up Data Documentation (NCES 2018-140).

X4SQSTAT

X4SQSTAT indicates whether a F2 interview is available on the data file; X4SQSTAT also indicates the mode of the F2 interview. Cases coded as 'Non-respondent (no F2 data)' include out of scope and deceased cases.

X4SQDATE

Date respondent completed the F2 questionnaire.

X4HSCOMPSTAT

This variable indicates whether the respondent earned a high school credential by February 2016 and type.

This variable is an updated version of X3HSCOMPSTAT. Second follow-up respondents were asked about their high school completion status again in the second follow-up interview (S4HSCRED) if there was no prior indication of a high school diploma or prior data were inconsistent in terms of type of high school credential or date of credential (i.e., S4PRE_01=0). All individuals for whom there was prior evidence of a GED, other high school equivalency (e.g., HiSET, TASC), or a certificate of attendance or completion were asked again. This allowed for individuals who received one of these types of credentials to indicate that they subsequently returned to high school and completed a high school diploma (excluding adult high school diplomas). If X3HSCOMPSTAT and S4HSCRED are inconsistent, X4HSCOMPSTAT represents the higher level credential of the two credentials (i.e.,

high school diploma is selected over GED, other high school equivalency, or certificate of attendance), though respondents with an early high school completion date had to meet more stringent requirements to be updated as having earned a high school diploma. See code for further details. Although S4HSCRED differentiated GEDs, other high school equivalencies, and certificates of attendance these are combined into one category in X4HSCOMPSTAT for consistency with X3HSCOMPSTAT. X4HSEQUIVSTAT identifies all respondents who ever took and passed a GED or other equivalency exam. Attempts were made to match all sample members to the GED testing service, but the identifying information needed to make a match was not available for the entire sample.

X4HSCOMPDATE

This variable indicates the month and year the respondent received a high school diploma, GED or other high school equivalency, or certificate of attendance or completion.

High school credential date is based on the high school credential indicated in X4HSCOMPSTAT. This variable applies to respondents who had a high school diploma, GED, other high school equivalency, or a certificate of attendance or completion as of February 2016 (i.e., value of 1 or 2 in X4HSCOMPSTAT). Note that this variable does not include date of last high school attendance for those who had no high school credential the way that X3HSCOMPDATE did. Date of last high school attendance is provided in S4LASTHSMO and S4LASTHSYR.

X41CONTROL

This variable uses information from the base year, first follow-up, 2013 Update, and the second follow-up to identify any change in a student's high school sector (i.e., public, private) across each of these data collections periods.

This variable uses information from the base year (X1CONTROL), first follow-up (X2CONTROL), 2013 Update (X3CONTROL), and the second follow-up (X4CONTROL) to identify any change in a student's high school sector (i.e., public, private) across each of these data collections periods. For a given data point, the sector of the last high school attended was used when a respondent was not attending high school (e.g., dropped out, graduated) or when the sample member did not respond to the survey. Base-year public and private school sector is derived from the source data for field test and full-scale sampling: the NCES Common Core of Data (CCD) 2005–06 and the Private School Survey (PSS) 2005–06. First follow-up school sector is derived from CCD and PSS 2011–12, 2013 Update school sector is derived from CCD

2012-13 and PSS 2011-12, and second follow-up school sector is derived from CCD 2014-2015 and PSS 2013-2014.

X4NCESID

X4NCESID 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.

The school ID was built from three possible sources: the second follow-up questionnaire, transcript data, or previously created composite variables. Previous composites and transcript data were prioritized when their last attended dates matched with the student's high school completion date. Only codeable, valid school IDs or closed or foreign schools were allowed for this variable. If the X3, transcript, and S4 values were not valid, X2 and X1 values were used.

X4CONTROL

X4CONTROL identifies the sample member's current or last attended school as being a Public, Catholic, or Other Private School.

X4STATE

X4STATE is the FIPS code for the state of the sample member's current or last attended high school.

X4LOCALE

X4LOCALE characterizes the locale (urbanicity) of the sample member's current or last attended school as either City, Suburb, Town, or Rural.

X4CENDIV

X4CENDIV identifies the census geographic division of the sample member's current or last attended school.

X4REGION

X4REGION identifies the geographic region of the sample member's current or last attended school.

X4EVERDROP

This variable indicates if the respondent ever dropped out of high school.

This variable updates the prior version X3EVERDROP using the HSLS:09 second follow-up interview item S4DROPOUTHS.

X4EVRTRANSHS

This variable indicates if the respondent ever transferred from their base year school to another high school.

This variable combines data from the second follow-up survey variable S4TRANSFERHS with previously collected data to indicate whether the respondent ever transferred high schools. See S4TRANSFERHS, S4TRANSFERHS_I, and S4PRE_03 for further detail regarding how information related to high school transfer was (or was not) collected during the second follow-up interview.

X4WHENALG1

This variable indicates the grade the respondent was in when he/she last took Algebra I.

This variable updates the high school transcript composite X3TWHENALG1, using information from the second follow-up, first follow-up, and base year interviews when X3TWHENALG1 is unavailable.

X4HSCLGCRED

This variable indicates if any data collected from the respondents (in the first follow-up, 2013 Update, or second follow-up) or from the high school transcripts indicate that the student took a course for college credit in high school excluding Advanced Placement (AP) and International Baccalaureate (IB) courses.

Note: Even when there are differences in respondent reports across rounds (e.g., reported taking courses for college credit in first follow-up, but not later rounds) this variable indicates having taken a course for college credit. First follow-up and 2013 Update survey questions (S2ANYDUAL, S3DUAL) asked respondents about courses for college credit taken; credit may or may not have been earned. The second follow-up interview variable, S4ANYDUALCRED, indicates whether a student reported earning any credits in college courses taken during high school. The high school transcript variable T3SCRDTYP indicates whether a particular high school transcript course was for high school credit only, college credit only, or for both high school and college credit. If strictly earned college credit is of interest, use S4ANYDUALCRED or X3TCREDPPSE.

X4TXSATMATH

College entrance exam (i.e., SAT, ACT) math section score, standardized to the SAT.

College entrance exam (i.e., SAT, ACT) math section score, standardized to the SAT. The score is filled from either the SAT math section score or the ACT math section

score (using the ACT to SAT concordance scale). The 1999 concordance scale was used as it provides concordance for math, reading, and composite scores. For more information on the concordance scale, refer to:

<https://www.ets.org/Media/Research/pdf/RR-99-02-Dorans.pdf>

X4TXSATREAD

College entrance exam (i.e., SAT, ACT) critical reading section score, standardized to the SAT.

College entrance exam (i.e., SAT, ACT) critical reading section score, standardized to the SAT. The score is filled from either the SAT critical reading section score or the ACT reading+English section score (using the ACT to SAT concordance scale). The 1999 concordance scale was used as it provides concordance for math, reading, and composite scores. For more information on the concordance scale, refer to:

<https://www.ets.org/Media/Research/pdf/RR-99-02-Dorans.pdf>

X4TXSATCOMP

College entrance exam (i.e., SAT, ACT) composite score, standardized in to the SAT.

College entrance exam (i.e., SAT, ACT) composite score, standardized to the SAT. The math section score (X4TXSATMATH) and critical reading section score (X4TXSATREAD) are calculated first from SAT or ACT data (using ACT to SAT concordance scale) and then summed to create this variable. The 1999 concordance scale was used as it provides concordance for math, reading, and composite scores. For more information on the concordance scale, refer to:

<https://www.ets.org/Media/Research/pdf/RR-99-02-Dorans.pdf>

X4TXACTCOMP

College entrance exam (i.e., SAT, ACT) composite score, standardized to the ACT.

College entrance exam (i.e., SAT, ACT) composite score, standardized to the ACT. The composite score is calculated from X4TXSATCOMP and then translated into the ACT using the SAT to ACT concordance scale. The 1999 concordance scale was used as it provides concordance for math, reading, and composite scores. For more information on the concordance scale, refer to:

<https://www.ets.org/Media/Research/pdf/RR-99-02-Dorans.pdf>

X4EVERGED

Whether the sample member ever received a GED or other type of high school equivalency, per interview data and/or per data from the GED Testing Service.

Indicates whether the sample member ever received a GED as indicated by data from the first follow-up student interview, the first follow-up parent interview, the 2013 update interview, the second follow-up student interview, and/or data from the GED Testing Service (obtained in 2014 and 2017). Note that, unlike X4GEDPASSED, X4GEDDATE, and X4GEDSTATE (which are based solely on information from the GED Testing Service, and do not include information associated with other types of non-GED high school equivalencies), X4EVERGED draws on both interview data and data from the GED Testing Service so as to indicate whether sample members ever earned a GED or some other type of high school equivalency.

X4GEDPASSED

Whether the sample member passed the GED exam, as indicated by the GED Testing Service.

For sample members who were successfully matched to data from the GED Testing Service, this variable indicates whether the sample member passed the GED exam. X4GEDPASSED is the updated version of X3GEDPASSED, including new data from GED Testing Service as of the summer of 2017. See X4GEDMATCH for information on sample members' GED Testing Service match status, i.e., whether the sample member was matched to the GED Testing Service database, was not matched to the GED Testing Service database, or whether a match was not attempted. See X4EVERGED for broader information related to GED completion and/or completion of other types of high school equivalencies (X4EVERGED draws not only on data from the GED Testing Service, but also on HSLS interview data so as to indicate whether sample members ever earned a GED and/or some other type of high school equivalency).

X4GEDDATE

The date (in YYYYMM format) the sample member passed the GED exam, as indicated by the GED Testing Service.

For sample members who were successfully matched to data from the GED Testing Service, this variable indicates the date the sample member passed the GED exam. X4GEDDATE is the updated version of X3GEDDATE, including new data from GED Testing Service as of the summer of 2017. See X4GEDMATCH for information on sample members' GED Testing Service match status, i.e., whether the sample member was matched to the GED Testing Service database, was not matched to the GED Testing Service database, or whether a match was not attempted. See X4EVERGED for broader information related to GED completion and/or completion of other types of high school equivalencies (X4EVERGED draws not

only on data from the GED Testing Service, but also on HSLS interview data so as to indicate whether sample members ever earned a GED and/or some other type of high school equivalency).

X4GEDSTATE

FIPS code representing the state in which the sample member passed the GED exam, as indicated by the GED Testing Service.

For sample members who were successfully matched to data from the GED Testing Service, this variable indicates the Federal Information Processing Standard (FIPS) code representing the state in which the sample member passed the GED exam. X4GEDSTATE is the updated version of X3GEDSTATE, including new data from GED Testing Service as of the summer of 2017. See X4GEDMATCH for information on sample members' GED Testing Service match status, i.e., whether the sample member was matched to the GED Testing Service database, was not matched to the GED Testing Service database, or whether a match was not attempted. See X4EVERGED for broader information related to GED completion and/or completion of other types of high school equivalencies (X4EVERGED draws not only on data from the GED Testing Service, but also on HSLS interview data so as to indicate whether sample members ever earned a GED and/or some other type of high school equivalency).

X4EVRAPPCLG

Indicates whether the respondent ever applied to or registered at a college or trade school for postsecondary enrollment.

This variable combines information from the HSLS:09 2013 Update and the HSLS second follow-up interview. If the sample member indicated having applied to or registered at any postsecondary institutions in the HSLS:09 2013 Update (S3CLGAPPNUM) they were assigned a value of 1. Sample members who did not respond to the HSLS:09 2013 Update or indicated that they had not applied or registered at the time of the interview (i.e., S4PRE_04 = 1) were assigned a value based on their responses in the second follow-up interview (S4EVERAPPLY). If they indicated in the second follow-up interview that they still had not applied or registered they are assigned a value of 0. A small number of cases in the 2013 Update or second follow-up interview indicated that they had not applied to college or trade school (S3CLGAPPNUM, S4EVERAPPLY) but also indicated that they were attending college or trade school (S4EVRATNDCLG). These cases were assigned a value of 1.

X4CLGAPPNUM

Indicates the number of colleges the respondent applied to when first applying.

Those who never applied or registered and never attended a postsecondary institution are coded as 0. Information on the number of applications submitted is not available for small number of sample members who indicated in the HSLS:09 2013 Update or second follow-up interview that they never applied or registered but indicated that they attended.

This variable conveys information related to respondents' first round of college applications; respondents' first round of college applications may have occurred while in high school, or some time after high school.

X4EVRATNDCLG

Imputed version of S4EVRATNDCLG. X4EVRATNDCLG_IM values of 1 indicate when X4EVRATNDCLG is imputed.

X4EVR2YPUB

Indicates whether the respondent had ever enrolled at a public 2-year institution after high school.

This variable includes any enrollment after high school in a 2-year public institution, including as part of summer school and when just taking classes. This uses level (S4ICLGLEVEL) and control (S4ICLGCTRL) found on the student-institution file where the institution was attended after high school (S4IPOSTHSENR = 1). Note that this variable is based solely on information collected in the second follow-up interview. In the HSLS:09 2013 Update respondents reported postsecondary institution enrollment plans for the fall of 2013. That said, the 2013 Update data may be inconsistent with this second follow-up variable because respondents may not have followed through on the plans reported in the 2013 Update.

X4ATNDCLG16FB

This variable indicates whether the respondent was enrolled in postsecondary education in February 2016.

This variable uses information provided during the HSLS second follow-up interview to indicate whether the respondent was enrolled in postsecondary education in February 2016.

X4CHOICEAPPID

IPEDS ID of the respondent's first choice among the set of institutions to which they applied in their first round of applications.

This variable draws on information collected during the 2013 College Update (S3CHOICEAPPID) as well as the second follow-up (S4CHOICEAPPID) in providing the IPEDS ID of the respondent's first choice among a set of up to 3 institutions to which they applied or registered in their first round of applications. A respondent's first round of college applications may have occurred while in high school, or sometime after high school. Respondents were asked to provide information on up to 3 institutions which they most seriously considered (the institution they attended, if applicable, and two others), and were also asked to indicate which of these applied-to institutions was their first choice, regardless of whether they were accepted or not. Both the 2013 College Update and the HSLS second follow-up interview included the same questions regarding respondents' college applications. The institution indicated in X4CHOICEAPPID can also be identified on the HSLS second follow-up student-institution file by using the variable S4ICHOICEAPP.

X4CHOICEACCID

IPEDS ID of the respondent's first choice among the set of institutions by which they were accepted during their first round of college applications.

This variable draws on information collected during the 2013 College Update (S3CHOICEACCID) as well as the second follow-up (S4CHOICEACCID) in providing the IPEDS ID of the respondent's first choice among a set of up to 3 institutions by which they were accepted during their first round of college applications. A respondent's first round of college applications may have occurred while in high school, or sometime after high school. Respondents were asked to provide information on up to 3 institutions which they most seriously considered (the institution they attended, if applicable, and two others), and were also asked to indicate their acceptance status (i.e., accepted, wait-listed, or rejected) at each of these institutions. Both the 2013 College Update and the HSLS second follow-up interview included the same questions regarding respondents' college applications. For respondents who were accepted by one or more of their applied-to institutions, X4CHOICEACCID provides the IPEDS ID of their first-choice among the postsecondary institutions by which they were accepted. The institution indicated in X4CHOICEACCID can also be identified on the HSLS second follow-up student-institution file by using the variable S4ICHOICEACC.

X4ATNDAPPINST

IPEDS ID of the postsecondary institution the respondent in which the respondent enrolled as a result of their first round of college applications.

This variable draws on information collected during the 2013 College Update (S3CLGID) as well as the second follow-up (S4CLGID) in providing the IPEDS ID of the postsecondary institution in which the respondent enrolled as a result of their first round of college applications. A respondent's first round of college applications may have occurred while in high school, or sometime after high school. Both the 2013 College Update and the HSLS second follow-up interview included the same questions regarding respondents' college applications. For respondents who attended one of the institutions from their first round of college applications, X4ATNDAPPINST provides the IPEDS ID of said institution.

X4HS2PSMOS

Number of months between high school departure and postsecondary entry.

This variable indicates the number of months between high school departure and postsecondary entry. For sample members who received a high school credential (i.e., high school diploma, a GED or other equivalency, or certificate of attendance; X4HSCOMPSTAT = 1 or 2) high school departure is the month and year the sample member earned this credential (X4HSCOMPDATE). For other sample members high school departure is the month and year the sample member last attended high school (S4LASTHSMO/ S4LASTHSYR). Postsecondary entry is based on the start date for the first postsecondary institution after high school (X4PS1START); for more detail, see the student-institution file variable S4IPS1 and/or the student file variable X4PS1. Respondents who started attending their first postsecondary institution more than 12 months after high school departure were asked about their reasons for delaying postsecondary enrollment in these interview items: S4BREAKACAD, S4BREAKFAM, S4BREAKFIN, S4BREAKWRK, S4BREAKNONE.

X4PSEND

Indicates the last month and year the respondent was enrolled in a postsecondary institution anywhere through February 2016.

This is the last month and year (indicated as YYYYMM) that the respondent was enrolled in a postsecondary institution through February 2016. It includes enrollment in classes outside of an undergraduate degree or certificate program as well as enrollment in a graduate program. Note that this is not necessarily the last date of enrollment in the reference institution (X4REFINST) as that institution is the last institution at which the respondent was enrolled in an undergraduate degree or

certificate program. Students who were enrolled in postsecondary education as of February 2016 (X4ATNDCLG16FB=1) are coded as X4PSEND = 201602.

X4PS1

Indicates the IPEDS ID of first postsecondary institution the respondent attended after high school.

This variable indicates the IPEDS ID of the first postsecondary institution the respondent attended after high school. Respondents were instructed to exclude postsecondary institutions they only enrolled in during high school for college credit. Those institutions are indicated in S4DUALCLGID1-3. Also, respondents were instructed to report the first institution they attended after high school first. The first institution reported is considered the first institution attended after high school even though in a very small percentage of cases the enrollment dates reported by the student suggest that a different institution may have been attended first. Also, the first institution reported is considered the first institution attended even if the duration of enrollment was brief or only for the purpose of taking classes outside of a degree or certificate program, such as summer school enrollment.

X4PS1START

Indicates the month and year the respondent first began attending their first postsecondary institution attended after high school.

Notes: This variable draws on HSLS second follow-up survey responses in indicating the month and year (in YYYYMM format) the respondent first began attending their first postsecondary institution after high school. For further information on the respondent's first postsecondary institution, see X4PS1.

X4PS1SECTOR

Indicates the sector of the first postsecondary institution attended after high school.

This variable indicates the control, level and degree of offering of the first postsecondary institution attended after high school (X4PS1). Public 4-year non-doctorate-granting institutions are divided between those that confer at least half of awards below the bachelor's degree and those that confer the majority of awards at the bachelor's level or higher. See X4PS1 for a definition of the first postsecondary institution.

X4PS1LEVEL

Indicates the level of first postsecondary institution attended after high school.

This variable indicates the level of the first postsecondary institution attended after high school. It is based on IPEDS variable ICLEVEL. To identify public 4-year colleges that primarily award subbaccalaureate credentials, see X4PS1SECTOR. See X4PS1 for a definition of the first institution.

X4PS1CTRL

Indicates control of first postsecondary institution respondent attended after high school.

This variable indicates the control of the first postsecondary institution attended after high school. Uses IPEDS variable CONTROL. See X4PS1 for a definition of the first postsecondary institution.

X4PS1SELECT

Indicates institutional selectivity of first postsecondary institution respondent attended after high school.

This variable indicates the selectivity of the first postsecondary institution attended after high school. It is based on 2016 IPEDS variable CCUGPROF. See X4PS1 for a definition of the first postsecondary institution.

X4REFINST

Indicates the IPEDS ID of the postsecondary institution attended in February 2016 or most recently as of that date; referred to in all documentation as the reference institution. It is the institution at which the reference degree (X4REFDEG) was pursued. See notes for full details.

The reference institution is the February 2016 or most recent (before February 2016) institution at which the respondent was enrolled in an undergraduate degree or certificate program, i.e., it is the institution at which the reference degree (X4REFDEG) was pursued. If the respondent was enrolled in an undergraduate degree or certificate program at institution X and then later enrolled in postsecondary classes at institution Y, then the reference institution is institution X. For postsecondary students who indicated they had never pursued an undergraduate credential and had instead “just taken classes” (X4REFDEGTYPE=4), the reference institution is their most recently-attended postsecondary institution as of February 2016. These students will have no associated reference degree, i.e., they will have no records on the student-institution-program file where S4PREFDEG=1. The reference institution is referred to in a number of questions about the respondent’s postsecondary experiences.

X4REFSECTOR

Indicates the sector of respondent's reference institution.

The reference institution is the February 2016 or most recent (before February 2016) institution at which the respondent was enrolled in an undergraduate degree or certificate program, i.e., it is the institution at which the reference degree (X4REFDEG) was pursued. For postsecondary students who indicated they had never pursued an undergraduate credential and had instead "just taken classes" (X4REFDEGTYPE=4), the reference institution is their most recently-attended postsecondary institution as of February 2016. See X4REFINST for full detail. Public 4-year non-doctorate-granting institutions are divided between those that confer at least half of awards below the bachelor's degree and those that confer the majority of awards at the bachelor's level or higher.

X4REFLEVEL

Indicates the level of the respondent's reference institution.

Level for the reference institution is based on IPEDS variable ICLEVEL. To identify public 4-year colleges that primarily award subbaccalaureate credentials, see X4REFSECTOR. The reference institution is the February 2016 or most recent (before February 2016) institution at which the respondent was enrolled in an undergraduate degree or certificate program, i.e., it is the institution at which the reference degree (X4REFDEG) was pursued. For postsecondary students who indicated they had never pursued an undergraduate credential and had instead "just taken classes" (X4REFDEGTYPE=4), the reference institution is their most recently-attended postsecondary institution as of February 2016. See X4REFINST for more information.

X4REFCTRL

Indicates the control (i.e., public vs. private nonprofit vs. for-profit) of the respondent's reference institution.

The reference institution is the February 2016 or most recent (before February 2016) institution at which the respondent was enrolled in an undergraduate degree or certificate program, i.e., it is the institution at which the reference degree (X4REFDEG) was pursued. For postsecondary students who indicated they had never pursued an undergraduate credential and had instead "just taken classes" (X4REFDEGTYPE=4), the reference institution is their most recently-attended postsecondary institution as of February 2016. See X4REFINST for more information.

X4REFSELECT

Indicates the selectivity of the respondent's reference institution.

Selectivity for the reference institution as defined in the survey instrument. It is based on 2016 IPEDS variable CCUGPROF. The reference institution is the February 2016 or most recent (before February 2016) institution at which the respondent was enrolled in an undergraduate degree or certificate program, i.e., it is the institution at which the reference degree (X4REFDEG) was pursued. For postsecondary students who indicated they had never pursued an undergraduate credential and had instead "just taken classes" (X4REFDEGTYPE=4), the reference institution is their most recently-attended postsecondary institution as of February 2016. See X4REFINST for full detail.

X4REFDEG

Indicates which degree program at which institution is the reference degree program. The first digit indicates the institution (e.g., 1 indicates first institution reported) and the second digit indicates the program within the institution (e.g., 1 indicates the first program reported for that institution).

The reference degree is the undergraduate degree or certificate the respondent was working on in February 2016 or, if no longer enrolled in February 2016, when last enrolled. The respondent may have been actively working on the reference degree in February 2016, have completed it, or stopped pursuing it. Respondents who had only enrolled in undergraduate courses outside of a degree or certificate program do not have a reference degree. The major field of study for the reference degree (X4RFDGMJ16) is the subject of questions about why major was selected (S4MAJENJOY - S4MAJENCRG and S4MAJMAINRSN) and questions about why a change from intended major occurred (S4CHGNAVAIL - S4CHGJOBRSN, S4CHGMAINRSN). Finally, S4MAJCHGNUM refers to the number of times the major changed for a reference degree that is either a bachelor's or associate's degree.

X4REFDEGTYPE

Indicates the type of degree or certificate (e.g., bachelor's, associate, or certificate) that is the reference degree. See X4REFDEG for a definition of the reference degree.

The reference degree is the undergraduate degree or certificate the respondent was working on in February 2016 or, if no longer enrolled in February 2016, when last enrolled. The respondent may have been actively working on the reference degree in February 2016, have completed it, or stopped pursuing it. Respondents who had only enrolled in undergraduate courses outside of a degree or certificate program do not

have a reference degree. The major field of study for the reference degree (X4RFDGMJ6) is the subject of S4MAJENJOY - S4MAJENCRG and S4MAJMAINRSN. S4CHGNAVAIL - S4CHGJOBRSN and S4CHGMAINRSN refer to the change of major from the intended major (S4FIELD6) to the reference degree major (X4RFDGMJ6), if applicable. Finally, S4MAJCHGNUM refers to the number of times the major changed for a reference degree that is either a bachelor's or associate's degree.

X4PS1DEGTYPE1

Indicates the type of degree/program first pursued by the respondent at their first postsecondary institution.

This variable indicates the type of degree/program (i.e., bachelor's degree, associate's degree, certificate or a diploma, or just taking undergraduate classes) first pursued by the respondent at their first postsecondary institution, regardless of whether the respondent ultimately completed said degree/program. Respondents who worked on more than one degree or certificate at their first postsecondary institution were asked to identify the degree or certificate they were working on when they first began attending that institution. For further information on the respondent's first postsecondary institution, see X4PS1; for information regarding attainment and retention at the first postsecondary institution, see X4ATPRTFI.

X4FB16ENRSTAT

Indicates the timing of the respondent's first postsecondary enrollment as well as their postsecondary enrollment status as of February 2016.

Respondents are classified as a "Delayer" if their date of first postsecondary enrollment (X4PS1START) is more than one year after high school completion date (X4HSCompDATE); respondents are classified as a "Leaver" if they had not completed a postsecondary credential and were no longer enrolled as February 2016 (see also X4ATPRLVLA). Respondents are classified as a "Delayer-Leaver" if they qualify as both a Delayer and a Leaver. Respondents are classified as a "Standard Enrollee" if they (1) enrolled in postsecondary education within 1 year of high school completion, and (2) were still enrolled as of February 2016, or had completed a postsecondary credential as of February 2016.

Please note that the definitions of "delaying" and "leaving" as employed by the HSLS variable X4FB16ENRSTAT are somewhat different than the corresponding definitions employed by the ELS variable F2RTYPE.

X4ATPRLVLA

Indicates the highest credential attained at any institution, or if no credential had been attained, the level of the institution where the respondent was enrolled in February 2016.

This variable was developed to mirror variables included in NCES's Beginning Postsecondary Students (BPS) Longitudinal Studies (i.e., PRLVL6Y from BPS:04/09, and PRLVL3Y and BPS:12/14). Note that while these BPS variables examine persistence and attainment at any institution through the end of the spring term 6 and 3 years (respectively) after starting postsecondary education, X4ATPRLVLA examines persistence and attainment at any institution through February 2016. Respondents with attainment and enrollment in February 2016 were put in the highest credential attainment category. For enrollment status in February 2016 irrespective of degree attainment see X4PSENRSTLV. For enrollment and attainment based on the first institution see X4ATPRTFI.

X4ATPRTFI

Identifies the respondent's attainment and enrollment status in February 2016 in relation to their first institution. Indicates the highest credential attained at the first institution by February 2016, and if no credential had been attained at the first institution, whether and where the student was enrolled in February 2016.

This variable identifies the respondent's attainment at their first institution or, if no attainment at the first institution, enrollment status at any institution in February 2016. X4ATPRTFI was developed to mirror variables included in NCES's Beginning Postsecondary Students (BPS) Longitudinal Studies (i.e., PROUTFI6 from BPS:04/09, and PROUTF3Y and BPS:12/14). Note that while these BPS variables examine persistence and attainment at students' first institution through the end of the spring term 6 and 3 years (respectively) after starting postsecondary education, X4ATPRTFI examines students' persistence and attainment at their first institution through February 2016. Respondents with both attainment and enrollment at their first institution in February 2016 were put in their highest credential attainment category.

Note that respondents coded as X4ATPRTFI = 4, 5, or 6 may have earned a postsecondary credential at an institution other than their first institution; for enrollment and attainment status at any institution see X4ATPRLVLA. For enrollment status in February 2016 irrespective of degree attainment altogether see X4PSENRSTLV.

X4PSENRSTLV

Indicates postsecondary enrollment status and level of institution attended in February 2016.

This variable indicates whether the respondent was enrolled in postsecondary education in February 2016 and, if so, the level of the postsecondary institution at which they were enrolled in February 2016. X4PSENRSTLV reflects the highest level among the institution(s) at which the student was enrolled in February 2016, irrespective of enrollment intensity (e.g. full-time enrollment vs. part-time enrollment).

X4PSLFSTFB16

Indicates whether respondents were enrolled and whether they were employed full-time, employed part-time, unemployed, or not in the labor force in February 2016.

Full-time employment is defined as 35 hours or more per week. Respondents are classified as ‘unemployed’ if they were not working in February 2016 ($S4WORKING16FB = 0$) and were actively looking for work ($S4UNEMP16FB = 1$). Respondents who had never held a job after high school ($S4ANYJOB = 0$) are classified as ‘unemployed’ if they were actively looking for work in February 2016 and ‘not in the labor force’ if they were not.

X4ENTMJST

Indicates whether the major the student was most seriously considering when first entering postsecondary education after high school was in a science, technology, engineering, or math (STEM) field.

Based on the major the respondent was most seriously considering when first entering postsecondary education after high school as reported during the second follow up interview ($S4FIELD$). This may or may not be a declared major. Majors are classified using the U.S. Department of Education’s Classification of Instructional Programs, 2010 edition (CIP 2010) and then classified as STEM using the definition used by the E.D. SMART grant. The variable $S3FIELD_STEM$ contains similar data collected from either students or their parents in the 2013 Update. The 2013 Update collected intended field of study on the cusp of postsecondary entry or during the fall term of 2013 whereas this variable collects the intended major retrospectively. Question wording differs slightly due to temporal differences. See also X4ENTMJSTNSF for NSF-supported STEM majors.

X4ENTMJSTNSF

This variable indicates if the student's major field of study in 2011-12 was a major supported by the National Science Foundation (NSF).

Based on the major the respondent was most seriously considering when first entering postsecondary education after high school as reported during the second follow up interview (S4FIELD). This may or may not be a declared major. Majors are classified using the U.S. Department of Education's Classification of Instructional Programs, 2010 edition (CIP 2010) and then classified using the list of majors supported by NSF and their associated CIP codes available at

https://webcaspar.nsf.gov/nsf/srs/webcasp/attribs/RFDISC2007_2009_2011.xls.

See also X4ENTMJST a narrower definition of STEM.

X4ENTMJCTE

This variable indicates whether the major most seriously considered by the student upon starting their postsecondary education was a CTE field.

Notes: Based on Classification of Instructional Programs (CIP) code of the major most seriously considered by the student upon starting their postsecondary education (S4FIELD6). Students who indicated "don't know" for the major they were most seriously considering upon starting their postsecondary education (S4FIELD6 = -1) are also coded as such for X4ENTMJCTE.

X4ENTRYMAJ23

Categorizes the major the respondent was most seriously considering when first entering postsecondary education after high school into one of 23 categories.

Based on the major the respondent was most seriously considering when first entering postsecondary education after high school as reported during the second follow up interview (S4FIELD). This may or may not be a declared major. Majors in X4ENTRYMAJ6 are aggregated into 23 categories used in NCES' BPS, B&B, and NPSAS studies. Includes intended majors for all student who had enrolled in a postsecondary institution regardless of whether they enrolled in a degree or certificate program or declared a major. Related variables X4ENTRYMAJ2Y and X4ENTRYMAJ4Y further aggregate this variable into 11 and 10 categories to assist in analyzing subbaccalaureate and baccalaureate credential seekers'/all undergraduates intended fields of study, respectively. Data on intended majors were also collected from either students or their parents in the 2013 Update, although a variable categorizing into 23 categories was not created for those data. The 2013 Update collected intended field of study on the cusp of postsecondary entry or during the fall

term of 2013 whereas this variable collects the intended major retrospectively. Question wording differs slightly due to temporal differences.

X4ENTRYMAJ2Y

Indicates the major the respondent was most seriously considering when first entering postsecondary education after high school using categories designed to analyze subbaccalaureate credential seekers' field of study.

Based on the major the respondent was most seriously considering when first entering postsecondary education after high school as reported during the second follow up interview (S4FIELD). This may or may not be a declared major. This variable aggregates the categories in X4ENTRYMAJ23, which is based on the U.S. Department of Education's Classification of Instructional Programs (CIP 2010), to facilitate analyses of subbaccalaureate credential seekers' field of study. A similar variable, X4ENTRYMAJ4Y, aggregates X4ENTRYMAJ23 categories differently and is intended to be used when analyzing fields of study for bachelor's degree seekers only or for all undergraduate degree seekers. To identify whether respondents were pursuing subbaccalaureate or baccalaureate credentials as their first degree program use X4PS1DEGTYPE1. Note that X4ENTRYMAJ2Y may or may not be the major they declared or decided upon for this first degree or certificate program. Data on intended majors were also collected from either students or their parents in the 2013 Update, although a variable using the subbaccalaureate categories in X4ENTRYMAJ2Y was not created for those data. The 2013 Update collected intended field of study on the cusp of postsecondary entry or during the fall term of 2013 whereas this variable collects the intended major retrospectively. Question wording differs slightly due to temporal differences.

X4ENTRYMAJ4Y

Indicates the major the respondent was most seriously considering when first entering postsecondary education after high school using categories designed to analyze bachelor's degree seekers' fields of study or all postsecondary credential seekers' fields of study.

Based on the major the respondent was most seriously considering when first entering postsecondary education after high school as reported during the second follow-up interview (S4FIELD). This may or may not be a declared major. This variable aggregates the categories in X4ENTRYMAJ23, which is based on the U.S. Department of Education's Classification of Instructional Programs (CIP 2010). This variable's field of study aggregations were designed for use when analyzing fields of study for bachelor's degree seekers only or when analyzing fields of study for all

postsecondary credential seekers. Note that X4ENTRYMAJ4Y may or may not be the major they declared or decided upon for their first degree or certificate, if applicable. A similar variable, X4ENTRYMAJ2Y, aggregates X4ENTRYMAJ23 categories differently and is intended to be used when analyzing fields of study for subbaccalaureate credential seekers only. In contrast to X4ENTRYMAJ2Y, X4ENTRYMAJ4Y 1) includes a separate category for ‘education,’ 2) separates ‘social sciences’ and ‘humanities’ into two categories, and 3) combines ‘personal and consumer services,’ ‘manufacturing, construction, repair, and transportation,’ ‘military technology and protective services’ in ‘other applied.’ Data on intended majors were also collected from either students or their parents in the 2013 Update, although a variable using the categories in X4ENTRYMAJ4Y was not created for those data. The 2013 Update collected intended field of study on the cusp of postsecondary entry or during the fall term of 2013 whereas this variable collects the intended major retrospectively. Question wording differs slightly due to temporal differences.

X4RFDGMJ16

Indicates the first major for the reference degree (X4REFDEG) using 6-digit CIP code. See X4REFDEG for a definition of the reference degree.

Based on the first major or field of study the respondent had declared or decided upon for the reference degree (X4REFDEG) as reported during the second follow up interview. In the case of a double major, it is the major reported first. Majors are classified using the U.S. Department of Education’s Classification of Instructional Programs, 2010 edition (CIP 2010) at both the 2-digit (X4RFDGMJ16) and the 6-digit (X4RFDGMJ16) level of specificity. For reference degrees that were bachelor’s or associate’s degrees that had not been completed by February 2016, see S4DECLAREMAJ to determine if the major had been declared. See X4RFDGMJ22 and X4RFDGMJ26 for the second major in the case of a double major. X4RFDGMJ12 / X4RFDGMJ16 is the subject of S4MAJENJOY - S4MAJENCRG and S4MAJMAINRSN. S4CHGNAVAIL - S4CHGJOBRSN and S4CHGMAINRSN refer to the change from the intended major (X4ENTRYMAJ6) to X4RFDGMJ16.

X4RFDGMJ12

Indicates the first major for the reference degree (X4REFDEG) using 2-digit CIP code. See X4REFDEG for a definition of the reference degree.

Based on the first major or field of study the respondent had declared or decided upon for the reference degree (X4REFDEG) as reported during the second follow up interview. In the case of a double major, it is the major reported first. Majors are classified using the U.S. Department of Education’s Classification of Instructional

Programs, 2010 edition (CIP 2010) at both the 2-digit (X4RFDGMJ12) and the 6-digit (X4RFDGMJ16) level of specificity. For reference degrees that were bachelor's or associate's degrees that had not been completed by February 2016, see S4DECLAREMAJ to determine if the major had been declared. See X4RFDGMJ22 and X4RFDGMJ26 for the second major in the case of a double major. X4RFDGMJ12 / X4RFDGMJ16 is the subject of S4MAJENJOY - S4MAJENCRG and S4MAJMAINRSN.

X4RFDGMJSTEM

Reference undergraduate degree/certificate first major field of study is in a science, technology, engineering or math (STEM) field. See X4REFDEG for a definition of the reference degree.

Based on the first major or field of study the respondent had declared or decided upon for the reference degree (X4REFDEG) as reported during the second follow up interview (X4RFDGMJ16 and X4RFDGMJ26, if applicable). Majors are classified using the U.S. Department of Education's Classification of Instructional Programs, 2010 edition (CIP 2010) and then classified as STEM using the definition used by the SMART grant. See X4RFMJSTNSF for a broader definition of STEM.

X4RFMJSTNSF

Reference undergraduate degree/certificate first major field of study is major supported by the National Science Foundation (NSF). See X4REFDEG for a definition of the reference degree.

Based on the first major or field of study the respondent had declared or decided upon for the reference degree (X4REFDEG) as reported during the second follow up interview (X4RFDGMJ16 and X4RFDGMJ26, if applicable). Majors are classified using the U.S. Department of Education's Classification of Instructional Programs, 2010 edition (CIP 2010) and then classified using the list of majors supported by NSF and their associated CIP codes available at https://webcaspar.nsf.gov/nsf/srs/webcasp/attribs/RFDISC2007_2009_2011.xls. See also X4RFDGMJSTEM for a narrower definition of STEM.

X4RFDGMJCTE

This variable indicates whether the major most seriously considered by the student upon starting their postsecondary education was a CTE field.

Notes: Based on Classification of Instructional Programs (CIP) code of the major most seriously considered by the student upon starting their postsecondary education

(S4FIELD6). Students who indicated “don’t know” for the major they were most seriously considering upon starting their postsecondary education (S4FIELD6 = -1) are also coded as such for X4ENTMJCTE.

X4RFDGMJ123

Categorizes the reference degree (X4REFDEG) major into one of 23 categories. See X4REFDEG for a definition of the reference degree.

Based on the major or field of study the respondent had declared or decided upon for the reference degree (X4REFDEG) as reported during the second follow up interview. In the case of a double major, it is the major reported first. Majors were classified using the U.S. Department of Education’s Classification of Instructional Programs, 2010 edition (CIP 2010) at the 6-digit level of specificity (X4RFDGMJ16) and then aggregated into 23 categories used in NCES’ BPS, B&B, and NPSAS studies. For reference degrees that were bachelor’s or associate’s degrees that had not been completed by February 2016, see S4DECLAREMAJ to determine if the major had been declared. Related variables X4RFDGMJ2Y and X4RFDGMJ4Y further aggregate this variable into 11 and 10 categories to assist in analyzing subbaccalaureate and baccalaureate credential seekers’ intended fields of study, respectively.

X4RFDGMJ12Y

Indicates student’s reference degree major using categories designed to analyze subbaccalaureate credential seekers’ field of study. See X4REFDEG for a definition of the reference degree.

Based on the major or field of study the respondent had declared or decided upon for the reference degree (X4REFDEG) as reported during the second follow up interview. In the case of a double major, it is the major reported first. This variable aggregates the categories in X4RFDGMJ123, which is based on the U.S. Department of Education’s Classification of Instructional Programs (CIP 2010), to facilitate analyses of subbaccalaureate credential seekers’ fields of study. See X4REFDEGTYPE to identify the type of reference degree. For reference degrees that were bachelor’s or associate’s degrees that had not been completed by February 2016, see S4DECLAREMAJ to determine if the major had been declared. A similar variable, X4RFDGMJ14Y, aggregates X4RFDGMJ123 categories differently and is intended to be used when analyzing fields of study for bachelor’s degree seekers only or for all undergraduate degree seekers.

X4RFDGMJ14Y

Indicates student's reference degree major using categories designed to facilitate analyzing fields-of-study for bachelor's degree seekers only, or when analyzing fields-of-study for all postsecondary credential seekers. See X4REFDEG for a definition of the reference degree.

Based on the major or field of study the respondent had declared or decided upon for the reference degree (X4REFDEG) as reported during the second follow up interview. In the case of a double major, it is the major reported first. This variable aggregates the categories in X4RFDGMJ123, which is a 23-category field-of-study classification based on the U.S. Department of Education's Classification of Instructional Programs (CIP 2010), to facilitate analyzing fields of study for bachelor's degree seekers only or when analyzing fields of study for all postsecondary credential seekers. See X4REFDEGTYPE to identify the type of reference degree. For reference degrees that were bachelor's or associate's degrees that had not been completed by February 2016, see S4DECLAREMAJ to determine if the major had been declared. A similar variable, X4RFDGMJ12Y, aggregates X4RFDGMJ123 categories differently and is intended to be used when analyzing fields of study for subbaccalaureate credential seekers only.

X4RFDGMJ26

Indicates the second/double major for the reference degree (X4REFDEG), if applicable, using 6-digit CIP code. See X4REFDEG for a definition of the reference degree.

Based on the second/double major or field of study the respondent had declared or decided upon for the reference degree (X4REFDEG) as reported during the second follow up interview. Some respondents have a first major associated with their reference degree, but do not have a second/double major associated with their reference degree (see also S4POTHDEGMAJ where S4PREFDEG=1 on the HSLS second follow-up student-institution-program file). Second/double majors are classified using the U.S. Department of Education's Classification of Instructional Programs, 2010 edition (CIP 2010) at both the 2-digit (X4RFDGMJ22) and the 6-digit (X4RFDGMJ26) level of specificity. For reference degrees that were bachelor's or associate's degrees that had not been completed by February 2016, see S4DECLAREMAJ to determine if the major had been declared. See X4RFDGMJ12 and X4RFDGMJ16 for the reference degree major the student reported first.

X4RFDGMJ22

Indicates the second/double major for the reference degree (X4REFDEG), if applicable, using 2-digit CIP code. See X4REFDEG for a definition of the reference degree.

Based on the second/double major or field of study the respondent had declared or decided upon for the reference degree (X4REFDEG) as reported during the second follow up interview. Some respondents have a first major associated with their reference degree, but do not have a second/double major associated with their reference degree (see also S4POTHDEGMAJ where S4PREFDEG=1 on the HSLS second follow-up student-institution-program file). Second/double majors are classified using the U.S. Department of Education's Classification of Instructional Programs, 2010 edition (CIP 2010) at both the 2-digit (X4RFDGMJ22) and the 6-digit (X4RFDGMJ26) level of specificity. For reference degrees that were bachelor's or associate's degrees that had not been completed by February 2016, see S4DECLAREMAJ to determine if the major had been declared. See X4RFDGMJ12 and X4RFDGMJ16 for the reference degree major the student reported first.

X4RFDGCOMP

Indicates whether the reference degree was completed by the end of February 2016.

This variable indicates whether the reference degree was completed (yes/no) by the end of February 2016. See X4REFDEG for a definition of the reference degree; see X4REFDEGTYPE for information regarding the reference degree type (i.e., bachelor's vs. associate's vs. undergraduate certificate).

X4RFDGSAMEMAJ

Whether the major for the respondent's reference degree is the same as the major they were most seriously considering upon starting their postsecondary education.

Notes: This variable draws on information from the HSLS second follow-up student-institution-program file (i.e., S4PSAMEMAJ where S4PREFDEG=1) to indicate whether the major for the respondent's reference degree is the same as the major they were most seriously considering upon starting their postsecondary education. Students were asked if these majors were the same. For more information on the major most seriously considered upon starting their postsecondary education, see S4FIELD, S4FIELD2, and/or S4FIELD6; for more information on the respondent's reference degree major, see X4RFDGMJ12 and/or X4RFDGMJ16.

X4SIBPSE

Indicates whether the respondent has any siblings who started college or trade school prior to the respondent doing so.

Notes: This variable draws on responses to the HSLS second follow-up survey and the HSLS first follow-up parent survey in indicating whether the respondent has any siblings who started college or trade school prior to the respondent doing so.

X4SIBPSE is coded as 1/yes if either the respondent (see also S4SIBCLG) or the respondent's parent (see also P2SIBSTARTCLG and P2SIBCLGGRAD) indicated that the respondent has one or more sibling who started college or trade school prior to the respondent doing so. X4SIBPSE is coded as 0/no if there is no evidence of a college-attending sibling from the respondent's parent (in P2SIBSTARTCLG and P2SIBCLGGRAD) and the respondent also indicated (in S4SIBCLG) that they had no siblings who attended college prior to their doing so.

X4ANYJOB

Imputed version of S4ANYJOB. X4ANYJOB_IM values of 1 indicate when X4ANYJOB is imputed.

X4WORKING16FB

Imputed version of S4WORKING16FB. X4WORKING16FB_IM values of 1 indicate when X4WORKING16FB is imputed.

X4EMPHRSFB16

This variable indicates the average number of hours the respondent reported working in their February 2016 job.

Respondents who were working for pay in February 2016 (X4WORKING16FB=1) were asked about average hours worked per week at the job they held in that month (X4OCCFB2, X4OCCFB6, S4JOBTITLE2, S4JOBODY2). Respondents who held more than one job for pay in February 2016 were instructed to report on the job at which they worked the most hours. Information on total hours worked per week across all jobs held in February 2016 was not collected. Hours worked per week were drawn from either hours worked while enrolled (S4WORKHREN2) or hours worked while not enrolled (S4WORKHRNEN2) depending on whether the respondent was enrolled in February 2016 (X4PSLFSTFB16). If a respondent had both enrollment and work, but indicated only working while not enrolled the 'not enrolled' hours were used since a respondent may have been enrolled and working in February 2016 but not at the same time. For hours worked while enrolled by academic

year see S4WRKHRS1213, S4WRKHRS1314, S4WRKHRS1415, and S4WRKHRS1516.

X4UNEMP16FB

Imputed version of S4UNEMP16FB. X4UNEMP16FB_IM values of 1 indicate when X4UNEMP16FB is imputed.

X4OCCFB2

This variable indicates the occupation the respondent held in February 2016 using 2-digit O*NET-SOC codes.

X4OCCFB2 stores the 2-digit 2010 Occupational Information Network – Standard Occupational Classification (O*NET-SOC) code of the job the respondent held in February 2016. See <http://www.onetcenter.org/> for further information on the O*NET-SOC taxonomy. S4JOBTITLE2 and S4JOBODY2 store the respondent-provided job title and duties for either their February 2016 job (if working in February 2016), or their most recent job (if not working in February 2016). For respondents who were working in February 2016, X4OCCFB2 (2-digit code) and X4OCCFB6 (6-digit code) are the coded versions of S4JOBTITLE2/S4JOBODY2. If an occupation cannot be coded to the 6-digit level but can be coded to the 2-digit level, the 2-digit code is also stored in X4OCCFB6 with a value of 'XX0000.' For the 2-digit O*NET-SOC code associated with the occupation the respondent held in their February 2016 job or most recently before that date, use S4JOB22.

X4OCCFB6

This variable indicates the occupation the respondent held in February 2016 using 6-digit O*NET-SOC codes.

X4OCCFB6 stores the 6-digit 2010 Occupational Information Network – Standard Occupational Classification (O*NET-SOC) code of the job the respondent held in February 2016. See <http://www.onetcenter.org/> for further information on the O*NET-SOC taxonomy. S4JOBTITLE2 and S4JOBODY2 store the respondent-provided job title and duties for either their February 2016 job (if working in February 2016), or their most recent job (if not working in February 2016). For respondents who were working in February 2016, X4OCCFB2 (2-digit code) and X4OCCFB6 (6-digit code) are the coded versions of that job title. If an occupation cannot be coded to the 6-digit level but can be coded to the 2-digit level, the 2-digit code is also stored in X4OCCFB6 with a value of 'XX0000.' For the 6-digit O*NET-SOC code associated with the occupation the respondent held in their February 2016 job or most recently before that date, use S4JOB62.

X4OCCFBSTEM1

This variable indicates the science, technology, engineering, and math (STEM) subdomain for the occupation the respondent held in February 2016.

Uses the Bureau of Labor Statistics STEM classification based on Standard Occupational Classification (SOC) codes (see http://www.bls.gov/soc/ATTACHMENT_B_STEM.pdf). For the STEM subdomain for the occupation the respondent held in their February 2016 job or most recently before that date, use X4OCCFBMRST1.

X4OCCFBSTEM2

This variable indicates the science, technology, engineering, and math (STEM) occupation type for the job the respondent held in February 2016.

Uses the Bureau of Labor Statistics STEM classification based on Standard Occupational Classification (SOC) codes (see http://www.bls.gov/soc/ATTACHMENT_B_STEM.pdf). For the STEM occupation type the respondent held in their February 2016 job or most recently before that date, use X4OCCFBMRST2.

X4OCCFBMRST1

This variable indicates the science, technology, engineering, and math (STEM) subdomain for the occupation the respondent held in February 2016 or most recently before that date.

Uses the Bureau of Labor Statistics STEM classification based on Standard Occupational Classification (SOC) codes (see http://www.bls.gov/soc/ATTACHMENT_B_STEM.pdf). To examine the occupation STEM subdomain of only those with a February 2016 job, use X4OCCFBSTEM1.

X4OCCFBMRST2

This variable indicates the science, technology, engineering, and math (STEM) occupation type for the job the respondent held in February 2016 or most recently before that date.

Uses the Bureau of Labor Statistics STEM classification based on Standard Occupational Classification (SOC) codes (see http://www.bls.gov/soc/ATTACHMENT_B_STEM.pdf). For the STEM occupation type the respondent held in their February 2016 job, use X4OCCFBSTEM2.

X4OCC1STEM1

This variable indicates the science, technology, engineering, and math (STEM) subdomain for the respondent's first job after high school.

Uses the Bureau of Labor Statistics STEM classification based on Standard Occupational Classification (SOC) codes (see http://www.bls.gov/soc/ATTACHMENT_B_STEM.pdf). To limit this occupation variable based on whether or not the respondent regularly worked this first job while enrolled in postsecondary education, use S4EVRATNDCLG and S4WORKENR1.

X4OCC1STEM2

This variable indicates the science, technology, engineering, and math (STEM) occupation type for the respondent's first job after high school.

Uses the Bureau of Labor Statistics STEM classification based on Standard Occupational Classification (SOC) codes (see http://www.bls.gov/soc/ATTACHMENT_B_STEM.pdf). To limit this occupation variable based on whether or not the respondent regularly worked this first job while enrolled in postsecondary education, use S4EVRATNDCLG and S4WORKENR1

X4STU30OCC2

This variable indicates the respondent's expected job at age 30 using 2-digit O*NET-SOC codes.

X4STU30OCC2 stores the 2-digit 2010 Occupational Information Network – Standard Occupational Classification (O*NET-SOC) code of the job the respondent expects or plans to have at age 30. See <http://www.onetcenter.org/> for further information on the O*NET-SOC taxonomy. The job title as reported by the respondent is stored in S4OCC30, and X4STU30OCC2 (2-digit code) and X4STU30OCC6 (6-digit code) are the coded versions of that job title. If an occupation cannot be coded to the 6-digit level but can be coded to the 2-digit level, the 2-digit code is also stored in X4STU30OCC6 with a value of 'XX0000.' If the respondent indicated planning to work in the same occupation as their first job or their current/most recent job as of February 2016, the 2-digit O*NET-SOC code for the applicable job is stored in this variable. Respondents were also able to indicate that they did not know or that they did not plan to work. This question was also asked in the base year and first follow-up of the survey (X1STU30OCC2, X1STU30OCC6, X2STU30OCC2, X2STU30OCC6), but 'not planning to work at age 30' was not a response option.

X4STU30OCC6

This variable indicates the respondent's expected job at age 30 using 6-digit O*NET-SOC codes.

X4STU30OCC6 stores the 6-digit 2010 Occupational Information Network – Standard Occupational Classification (O*NET-SOC) code of the job the respondent expects or plans to have at age 30. See <http://www.onetcenter.org/> for further information on the O*NET-SOC taxonomy. The job title as reported by the respondent is stored in S4OCC30, and X4STU30OCC6 (6-digit code) and X4STU30OCC2 (2-digit code) are the coded versions of that job title. If an occupation cannot be coded to the 6-digit level but can be coded to the 2-digit level, the 2-digit code is also stored in X4STU30OCC6 with a value of 'XX0000.' If the respondent indicated planning to work in the same occupation as their first job or their current/most recent job as of February 2016, the 6-digit O*NET-SOC code (or 2-digit if 6-digit not available) for the applicable job is stored in this variable. Respondents were also able to indicate that they did not know or that they did not plan to work. This question was also asked in the base year and first follow-up of the survey (X1STU30OCC2, X1STU30OCC6, X2STU30OCC2, X2STU30OCC6), but 'not planning to work at age 30' was not a response option.

X4OCC30STEM1

This variable indicates the science, technology, engineering, and math (STEM) sub-domain for the respondent's expected job at age 30.

Uses the Bureau of Labor Statistics STEM classification based on Standard Occupational Classification (SOC) codes (see http://www.bls.gov/soc/ATTACHMENT_B_STEM.pdf). The base year survey (X1STU30OCC_STEM1) and the first follow-up survey (X2STU30OCC_STEM1) also provide information about expectations of a STEM job at age 30.

X4OCC30STEM2

This variable indicates the science, technology, engineering, and math (STEM) occupation type for the respondent's expected job at age 30.

Uses the Bureau of Labor Statistics STEM classification based on Standard Occupational Classification (SOC) codes (see http://www.bls.gov/soc/ATTACHMENT_B_STEM.pdf). The base year survey (X1STU30OCC_STEM2) and the first follow-up survey (X2STU30OCC_STEM2) also provide information about expectations of a STEM job at age 30.

X4OCC30RELATE

Indicates how closely related the respondent's February 2016/most recent job is to the job they expect to have at age 30.

This variable draws on S4OCC30RELATE in indicating whether the respondent's February 2016 job (or, if not working during February 2016, their most recent job) is closely related, somewhat related, or not at all related to the job they expect to have at age 30. Note that S4OCC30RELATE (and therefore X4OCC30RELATE) are assigned a logically inferred value of "closely related" in cases where the respondent indicated that the job they expect to have at age 30 is the same as their February 2016/most recent job (see also S4OCC30RELATE_I). X4OCC30RELATE is assigned a value of 97 if the respondent did not know what occupation they expect to have at age 30, and is assigned a value of 98 if the respondent did not plan to work at age 30. See S4JOBTITLE2, S4JOB DUTY2, S4JOB22, and S4JOB26 to identify the respondent's February 2016/most recent job; see S4OCC30, X4STU30OCC2, and X4STU30OCC6 to identify the job the respondent expects to have at age 30.

X4INCOMECAT

Respondents' income, in categorical form.

This variable indicates the respondent's income in categorical form. X4INCOMECAT is drawn from either the 2016-17 Free Application for Federal Student Aid (FAFSA) application, the 2017-18 FAFSA application, or the HSLS second follow-up survey in the following order of priority: (1) the respondent's 2015 adjusted gross income as indicated on their 2016-17 FAFSA application; (2) the respondent's 2015 or 2016 adjusted gross income (see also notes to follow) as indicated on their 2017-18 FAFSA application; (3) the respondent's self-reported total 2015 income as indicated in the HSLS second follow-up survey (S4INCOMECAT); (4) the respondent's 2015 earned income from work as indicated on their 2016-17 FAFSA application; and (5) the respondent's 2015 or 2016 earned income from work (see also notes to follow) as indicated on their 2017-18 FAFSA application. If information on income is missing from all five of these sources, X4INCOMECAT is statistically imputed. Imputed values for X4INCOMECAT can be identified via the variable X4INCOMECAT_IM. Note that income amounts drawn from the 2016-17 FAFSA correspond to 2015 income, and income amounts drawn from the 2017-18 FAFSA correspond to either 2015 or 2016 income; in most cases, however, income amounts drawn from the 2017-18 FAFSA correspond to 2015 income due to timing (the 2017-18 FAFSA became available on October 1, 2016, three months earlier than in previous years) and ease of using the IRS Data Retrieval Tool (which allowed almost all tax return filers to electronically transfer their tax information directly into their FAFSAs).

X4CHILDREN

Imputed version of S4CHILDREN. X4CHILDREN_IM values of 1 indicate when X4CHILDREN is imputed.

X4CHILDNUM

This variable indicates the total number of biological, adoptive, and step- children the respondent had in February 2016.

This variable is the sum of S4BIOCHILDNUM, S4ADPTCHILDNUM, and S4STEPCHILDNUM. Respondents with no children were assigned a value of zero.

X4PARDATE

Indicates the date the respondent first became a parent to any biological, adoptive, and stepchildren in YYYYMM form.

The dates provided in S4CHILDBORN1/S4CHILDBORN2, S4ADPTM/S4ADPT, and S4STEPPARM/S4STEPPARY are compared and the earliest date selected.

X4IMMIGEN

This variable indicates the number of generations the student and his/her biological/adoptive parents have been in the United States.

Using place of birth of the respondent (P1USBORN9, P2USBORN1, and S4USBORN) and his/her biological and/or adoptive parents (P1USBORN1, P1USBORN2, P2USBORN1, P2USBORN2) this variable classifies the respondent's immigrant generation. Individuals born in Puerto Rico and other U.S. territories are classified as born in the United States. Respondents were classified as first-generation immigrant if they were foreign-born citizens, resident aliens, or eligible non-citizens (regardless of parents' birthplace information); second-generation immigrant if they were US-born citizens with at least one foreign-born parent; third-generation immigrant or higher if they were U.S. or foreign-born citizens and both biological/adoptive parents were US-born.

X4DISABLED

This variable indicates if the respondent ever had disability or special need.

This variable indicates if any of the following had ever been true for the respondent; he/she 1) had a serious difficulty concentrating, remembering, or making decisions (see also S4DIFCONC), 2) had been told by a health or education professional that he/she had ADHD or ADD (Attention Deficit Hyperactivity Disorder or Attention

Deficit Disorder) (see also S4ADHD), 3) had a learning disability (see also S4LEARNDISBL), 4) was deaf or had a serious difficulty hearing (see also S4DEAF), 5) was blind or had a serious difficulty seeing (see also S4BLIND), or 6) had any other disability or special need (see also S4OTHDISBL).

X4GENDERID

This variable indicates the respondent's gender Identity.

For disclosure avoidance purposes, respondents' gender identity is categorized as "Transgender, genderqueer or nonconforming, and/or unsure" if (1) they indicated their gender identity was both male (S4MALE) and female (S4FEMALE), or (2) they indicated their gender identity was one or more of the following: "Transgender, male-to-female" (S4TRANSMTF), "Transgender, female-to-male" (S4TRANSFTM), "Genderqueer or gender nonconforming, or some other gender" (S4OTHGENDER), or "You are not sure" (S4DKGENDER).

X4MATCHATMPT

X4MATCHATMPT 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); Central Processing System (CPS), National Student Loan Data System (NSLDS), College Board (SAT, AP test, and SAT subject test scores); and ACT (ACT scores).

X4GEDMATCH

X4GEDMATCH indicates whether a match was attempted with GED Testing Service (GED Testing Program data) in the second follow-up. A match was not attempted for students who passed the GED (X3GEDPASSED=1) or graduated from HS in May or June of 2013. Furthermore, matches were not attempted for students who had insufficient identifiers.

X4NSLDSSTAT

This variable indicates whether the sample member has any associated records in the NSLDS loan and/or Pell grant data files of the HSLS:2009 ECB.

X4CPS1314STAT

This variable indicates whether the sample member has associated records in the 2013-2014 Central Processing System (CPS) data files of the HSLS:2009 ECB.

X4CPS1415STAT

This variable indicates whether the sample member has associated records in the 2014-2015 Central Processing System (CPS) data files of the HSLs:2009 ECB.

X4CPS1516STAT

This variable indicates whether the sample member has associated records in the 2015-2016 Central Processing System (CPS) data files of the HSLs:2009 ECB.

X4CPS1617STAT

This variable indicates whether the sample member has associated records in the 2016-2017 Central Processing System (CPS) data files of the HSLs:2009 ECB.

X4CPS1718STAT

This variable indicates whether the sample member has associated records in the 2017-2018 Central Processing System (CPS) data files of the HSLs:2009 ECB.