Appendix K.
Base-Year Codebooks

Student Codebook

Variable Name: Stu_ID

Position: 1 - 5, Format: A5

Variable Label: Student ID

Variable Description:

- Student identifier assigned for all base year eligible students (including respondents, nonrespondents, and questionnaire ineligible students). IDs randomly assigned from 10001 to 35206 across all students.

Code	Value Label	Frequency	Percentage
Alph	Alpha	21444	100.00
TOTALS		21444	100.00

Variable Name: Sch_ID

Position: 6 - 9, Format: A4

Variable Label: School ID

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- School identifier assigned for the base year sample high school. IDs randomly assigned from 1001 to 1944 across all high schools.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1NCESID

Position: 10 - 21, Format: A12

Variable Label: X1 School identification number from CCD or PSS

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1NCESID stores the 12-character NCES ID of the sample member's base year school (2009-2010 school year). The NCES ID is school identifier used to link to the Common Core of Data (CCD) file and the Private School Survey (PSS) file. The source of the NCES ID was the 2008-2009 CCD and 2007-2008 PSS.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: W1STUDENT

Position: 22 - 34, Format: N13.8

Variable Label: W1 Base year student analytic weight

Variable Description:

- Student weight used in analysis of data from all base year responding students. See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	1.81525719 - 5500.47961984	21444	100.00
TOTALS		21444	100.00

Variable Name: W1PARENT

Position: 35 - 47, Format: N13.8

Variable Label: W1 Base year student home analytic weight

Variable Description:

- Weight used to conduct analyses that include contextual data on the student's home collected in the parent questionnaire. See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	5015	23.39
C	2.68597493 - 7603.29222044	16429	76.61
TOTALS		21444	100.00

Variable Name: W1MATHTCH

Position: 48 - 60, Format: N13.8

Variable Label: W1 Base year math-course enrollee analytic weight

Variable Description:

- Weight used to conduct analyses on the population of 9th-grade students with a mathematics course using student contextual data collected in the mathematics teacher questionnaire. See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	5409	25.22
C	1.52774493 - 4198.71292678	16035	74.78
TOTALS		21444	100.00

Variable Name: W1SCITCH

Position: 61 - 73, Format: N13.8

Variable Label: W1 Base year science-course enrollee analytic weight

Variable Description:

- Weight used to conduct analyses on the population of 9th-grade students with a science course using student contextual data collected in the science teacher questionnaire. See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	6815	31.78
C	1.66177369 - 6878.96949685	14629	68.22

TOTALS		21444	100.00

Variable Name: X1SEX

Position: 74 - 75, Format: N2.

Variable Label: X1 Student's sex

Variable Description:

- Sex of the sample member, taken from the base year student questionnaire, parent questionnaire, and/or school-provided sampling roster. If the sex indicated by any of these three sources was inconsistent, X1SEX was coded based on manual review of the sample member's first name.

Code	Value Label	Frequency	Percentage
1	Male	10887	50.77
2	Female	10557	49.23
TOTALS		21444	100.00

Variable Name: X1RACE

Position: 76 - 77, Format: N2.

Variable Label: X1 Student's race/ethnicity-composite

Variable Description:

- X1RACE characterizes the sample member’s race/ethnicity by summarizing the following six dichotomous race/ethnicity composites: X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. The dichotomous race/ethnicity composites are based on data from the student questionnaire, if available; if not available from the student questionnaire, they are based on, in order of preference, data from the school-provided sampling roster or data from the parent questionnaire. X1RACE is derived from the six dichotomous race/ethnicity variables listed above (though the imputed values of X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN are not stored on the data file). If any of these input variables are imputed, then the imputation flag for X1RACE (X1RACE _IM) is set to 1.

Code	Value Label	Frequency	Percentage
1	Amer. Indian/Alaska Native, non-Hispanic	163	0.76
2	Asian, non-Hispanic	1672	7.80
3	Black/African-American, non-Hispanic	2218	10.34
4	Hispanic, no race specified	204	0.95
5	Hispanic, race specified	3311	15.44
6	More than one race, non-Hispanic	1912	8.92
7	Native Hawaiian/Pacific Islander, non-Hispanic	110	0.51
8	White, non-Hispanic	11854	55.28
TOTALS		21444	100.00

Variable Name: X1HISPANIC

Position: 78 - 79, Format: N2.

Variable Label: X1 Student is Hispanic/Latino/Latina-composite

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. Each of these dichotomous composites is based on data from the student questionnaire; if missing from the student questionnaire, they are based on the presence of the race/ethnicity from the school-provided sampling roster; if still missing, they are based on the presence of the race/ethnicity from the parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents); if still missing, they are based on the presence of another race/ethnicity on the school-provided sampling roster (to set values to “No”). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X1RACE.

Code	Value Label	Frequency	Percentage
0	No	17929	83.61
1	Yes	3515	16.39
TOTALS		21444	100.00

Variable Name: X1WHITE

Position: 80 - 81, Format: N2.

Variable Label: X1 Student is White-composite

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. Each of these dichotomous composites is based on data from the student questionnaire; if missing from the student questionnaire, they are based on the presence of the race/ethnicity from the school-provided sampling roster; if still missing, they are based on the presence of the race/ethnicity from the parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents) ; if still missing, they are based on the presence of another race/ethnicity on the school-provided sampling roster (to set values to “No”). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X1RACE.

Code	Value Label	Frequency	Percentage
0	Student is not White	5404	25.20
1	Student is White	15829	73.82
-9	Missing	211	0.98
TOTALS		21444	100.00

Variable Name: X1BLACK

Position: 82 - 83, Format: N2.

Variable Label: X1 Student is Black or African American-composite

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. Each of these dichotomous composites is based on data from the student questionnaire; if missing from the student questionnaire, they are based on the presence of the race/ethnicity from the school-provided sampling roster; if still missing, they are based on the presence of the race/ethnicity from the parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents) ; if still missing, they are based on the presence of another race/ethnicity on the school-provided sampling roster (to set values to “No”). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X1RACE.

Code	Value Label	Frequency	Percentage
0	Student is not Black	17715	82.61
1	Student is Black	3518	16.41
-9	Missing	211	0.98
TOTALS		21444	100.00

Variable Name: X1ASIAN

Position: 84 - 85, Format: N2.

Variable Label: X1 Student is Asian-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. Each of these dichotomous composites is based on data from the student questionnaire; if missing from the student questionnaire, they are based on the presence of the race/ethnicity from the school-provided sampling roster; if still missing, they are based on the presence of the race/ethnicity from the parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents) ; if still missing, they are based on the presence of another race/ethnicity on the school-provided sampling roster (to set values to “No”). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X1RACE.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1PACISLE

Position: 86 - 87, Format: N2.

Variable Label: X1 Student is Native Hawaiian/Pacific Islander-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. Each of these dichotomous composites is based on data from the student questionnaire; if missing from the student questionnaire, they are based on the presence of the race/ethnicity from the school-provided sampling roster; if still missing, they are based on the presence of the race/ethnicity from the parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents); if still missing, they are based on the presence of another race/ethnicity on the school-provided sampling roster (to set values to “No”).) . The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X1RACE.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1AMINDIAN

Position: 88 - 89, Format: N2.

Variable Label: X1 Student is American Indian/Alaska Native-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. Each of these dichotomous composites is based on data from the student questionnaire; if missing from the student questionnaire, they are based on the presence of the race/ethnicity from the school-provided sampling roster; if still missing, they are based on the presence of the race from the parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents); if still missing, they are based on the presence of another race on the school-provided sampling roster (to set values to “No”). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X1RACE.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1HISPTYPE

Position: 90 - 91, Format: N2.

Variable Label: X1 Student's Hispanic/Latino/Latina subgroup-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1HISPTYPE indicates the sample member's Hispanic subgroup, where applicable. Information on Hispanic subgroup is taken from the base year student questionnaire, and, if missing in the base year student questionnaire, from the base year parent questionnaire (if the base year parent questionnaire includes information about a particular Hispanic subgroup for both biological parents or one of the biological parents if the other biological parent is not Hispanic or is missing).

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1ASIANTYPE

Position: 92 - 93, Format: N2.

Variable Label: X1 Student's Asian subgroup-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1ASIANTYPE indicates the sample member's Asian subgroup, where applicable. Information on Asian subgroup is taken from the base year student questionnaire, and, if missing in the base year student questionnaire, from the base year parent questionnaire (if the base year parent questionnaire includes information about a particular Asian subgroup for both biological parents or one of the biological parents if the other biological parent is not Asian or is missing).

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1NATIVELANG

Position: 94 - 95, Format: N2.

Variable Label: X1 Student's native language

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Indicates the language the sample member first learned to speak. X1NATIVELANG is taken from the base year student questionnaire, i.e. S1LANG1ST (whether sample member first learned to speak English, Spanish, and/or another language) and S1LANG1STOS (non-English language sample member first learned to speak); if missing in the base year student questionnaire, X1NATIVELANG is taken from the base year parent questionnaire, i.e. P1HOMELANG (whether a language other than English is spoken in the home) and P1RSPLANG (language parent respondent usually speaks to sample member). If missing from both sources, X1NATIVELANG is statistically imputed for base-year student survey respondents (imputed values in X1NATIVELANG can be identified using X1NATIVEL_IM). For sample members who first learned both English and a non-English language, X1NATIVELANG is coded with the applicable non-English language (see also X1DUALLANG).

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1DUALLANG

Position: 96 - 97, Format: N2.

Variable Label: X1 Student dual-first language indicator

Variable Description:

- Indicates whether the language the sample member first learned to speak was English only, a non-English language only, or English and a non-English language equally. This variable is computed from information taken from the base-year student questionnaire (S1LANG1ST). See also X1NATIVELANG for further specificity of non-English languages.

Code	Value Label	Frequency	Percentage
1	First language is English only	17863	83.30
2	First language is a non-English language only	2201	10.26
3	First language is English and non-English equally	1355	6.32
-9	Missing	25	0.12
TOTALS		21444	100.00

Variable Name: X1STDOB

Position: 98 - 103, Format: A6

Variable Label: X1 Student's date of birth (YYYYMM)

Comment: Dates recoded on the public use file as follows: 1992 or earlier are recoded as 1992MM and 1996 or later are recoded as 1996MM. For dates where the year is bottom or top coded, the month value is left intact.

Variable Description:

- Indicates the sample member's birth year and month; X1STDOB is taken from the base year student questionnaire, and, if missing in the base year student questionnaire, from the school-provided sampling roster. In cases where the student questionnaire birth date is entirely missing, only the birth year is provided from the sampling roster, and X1STDOB is filled with YYYY00.

Code	Value Label	Frequency	Percentage
Alph	Alpha	21437	99.97
-9	Missing	7	0.03
TOTALS		21444	100.00

Variable Name: X1TXMTH

Position: 104 - 110, Format: N7.4

Variable Label: X1 Mathematics theta score

Variable Description:

- The math theta score represents the student's ability level on a continuous scale. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). When the score is not available, X1TXMTH1-5 are created as the multiple imputation values for X1TXMTH. X1TXMTH is the mean of X1TXMTH1-5. The standard error of measurement for the theta score is X1TXMSEM. The standardized form of the mathematics theta score is X1TXMTSCOR. See Chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math theta score.

Code	Value Label	Frequency	Percentage
C	-2.5751 - 3.0283	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMSEM

Position: 111 - 116, Format: N6.4

Variable Label: X1 Mathematics standard error of measurement for raw theta score

Variable Description:

- The standard error of measurement (SEM) for the theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. When the score is not available, X1TXMSEM1-5 are created as the multiple imputation values for X1TXMSEM. X1TXMSEM is he mean of X1TXMSEM1-5. See Chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math theta SEM.

Code	Value Label	Frequency	Percentage
C	0.1727 - 0.6151	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMSCR

Position: 117 - 123, Format: N7.4

Variable Label: X1 Mathematics IRT-estimated number right score (of 72 base year items)

Variable Description:

- The math IRT-estimated scale score is a criterion-referenced measure of achievement. The criterion is the set of skills defined by the HSLS:09 framework and represented by the 72 items in the HSLS:09 math item pool. The estimated scale score for math is an estimate of the number of items students would have answered correctly had they responded to all 72 items in the item pool. The ability estimates and item parameters derived from the IRT calibration can be used to calculate each student's probability of a correct answer for each of the items in the pool. These probabilities are summed to produce the IRT-estimated number-correct scale score. See Chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math scale score score.

Code	Value Label	Frequency	Percentage
C	15.8527 - 69.9317	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMTSCOR

Position: 124 - 130, Format: N7.4

Variable Label: X1 Mathematics standardized theta score

Variable Description:

- The math standardized T score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated percent-correct score which represents status with respect to achievement on a particular criterion set of test items). The standardized T score is a transformation of the IRT theta (ability) estimate, rescaled to a mean of 50 and standard deviation of 10. An advantage of the standardized score over the raw theta score is that it facilitates comparisons in standard deviation units. See Chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math T score.

Code	Value Label	Frequency	Percentage

C	24.018 - 82.1876	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMQUINT

Position: 131 - 132, Format: N2.

Variable Label: X1 Mathematics quintile score

Variable Description:

- The math quintile score is a norm-referenced measure of achievement. The quintile score divides the weighted (population estimate) achievement distributions into five equal groups, based on math score (X1TXMTSCOR). Quintile 1 corresponds to the lowest-achieving one-fifth of the population, quintile 5 the highest. To determine the quintile cut-points, the weighted distribution of the standardized scores was divided at the 20th, 40th, 60th, and 80th percentiles. Cut points were matched to unrounded standardized scores. See Chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math quintile score.

Code	Value Label	Frequency	Percentage
1	First (lowest) quintile	3666	17.10
2	Second quintile	3904	18.21
3	Third (middle) quintile	4323	20.16
4	Fouth quintile	4647	21.67
5	Fifth (highest) quintile	4904	22.87
TOTALS		21444	100.00

Variable Name: X1TXMPROF1

Position: 133 - 138, Format: N6.4

Variable Label: X1 Mathematics proficiency probability score: level 1

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark five levels on the mathematics scale developed in HSLS:09. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSLS:09 proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 1: algebraic expressions. Students able to answer questions like these have an understanding of algebraic basics including evaluating simple algebraic expressions and translating between verbal and symbolic representations of expressions. See Chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math proficiency probability score.

Code	Value Label	Frequency	Percentage
C	0.0076 - 1	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMPROF2

Position: 139 - 144, Format: N6.4

Variable Label: X1 Mathematics proficiency probability score: level 2

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark five levels on the mathematics scale developed in HSLS:09. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSLS:09 proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 2: multiplicative and proportional thinking. Students able to answer questions like these have an understanding of proportions and multiplicative situations and can solve proportional situation word problems, find the percent of a number, and identify equivalent algebraic expressions for multiplicative situations. See Chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math proficiency probability scores.

Code	Value Label	Frequency	Percentage
C	0.0099 - 1	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMPROF3

Position: 145 - 150, Format: N6.4

Variable Label: X1 Mathematics proficiency probability score: level 3

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark five levels on the mathematics scale developed in HSLS:09. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSLS:09 proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 3: algebraic equivalents. Students able to answer questions like these have an understanding of algebraic equivalents and can link equivalent tabular and symbolic representations of linear equations, identify equivalent lines and find the sum of variable expressions. See Chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math proficiency probability scores.

Code	Value Label	Frequency	Percentage
C	0.0272 - 1	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMPROF4

Position: 151 - 156, Format: N6.4

Variable Label: X1 Mathematics proficiency probability score: level 4

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark five levels on the mathematics scale developed in HSLS:09. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSLS:09 proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 4: systems of equations. Students able to answer questions like these have an understanding of systems of linear equations and can solve such systems algebraically and graphically and characterize the lines (parallel, intersecting, collinear) represented by a system of linear equations. See Chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math proficiency probability scores.

Code	Value Label	Frequency	Percentage
C	0.0367 - 0.9982	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMPROF5

Position: 157 - 162, Format: N6.4

Variable Label: X1 Mathematics proficiency probability score: level 5

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark five levels on the mathematics scale developed in HSLS:09. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSLS:09 proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 5: linear functions. Students able to answer questions like these have an understanding of linear functions and can find and use slopes and intercepts of lines, and use functional notation. See Chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math proficiency probability scores.

Code	Value Label	Frequency	Percentage
C	0.0462 - 0.9796	21444	100.00
TOTALS		21444	100.00

Variable Name: X1MACC

Position: 163 - 164, Format: N2.

Variable Label: X1 Mathematics assessment accommodations

Variable Description:

- Whether accommodation(s) were provided for assessment administration to students with special needs - either identified in an IEP or specified by a school official at the time of test administration: no accommodation needed; extra time for test or other special test accommodations needed (e.g., use of calculator, tests read to student). X1MACC was set to 1 if special test accommodations and/or extra time were needed. Those taking a test but not requiring test accommodations had X1MACC=0. X1MACC=-8 for those that did not take the test.

Code	Value Label	Frequency	Percentage

0	No	20314	94.73
1	Yes	467	2.18
-8	Unit non-response/component not applicable	663	3.09
TOTALS		21444	100.00

Variable Name: X1PARRESP

Position: 165 - 166, Format: N2.

Variable Label: X1 Whether parent questionnaire respondent is Parent 1

Variable Description:

- Indicates whether or not the parent questionnaire respondent is "parent #1"; that is, the parent to whom all "parent #1" variables (e.g. X1P1RELATION, X1PAR1EMP, P1YRBORN1, P1USYR1, etc.) refer. The parent questionnaire respondent is always "parent #1" except in cases where: (1) the respondent is a grandparent, other adult relative, or other non-parent guardian, and (2) there are two biological, adoptive, step, or foster parents in the home. In such cases (i.e. where P1RELSHP > 8 and P1HHPARENT = 2), "parent #1" and "parent #2" are the parents identified in P1HHPARREL1 and P1HHPARREL2.

Code	Value Label	Frequency	Percentage
0	Parent respondent is neither P1 nor P2	55	0.26
1	Parent respondent is P1	16374	76.36
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1P1RELATION

Position: 167 - 168, Format: N2.

Variable Label: X1 Parent 1: relationship to 9th grader

Comment: Non-parent relationships recoded as "Other female/male guardian" on the public use file.

Variable Description:

- Indicates the relationship of "parent #1" to the sample member; "parent #1" is the parent to whom all "parent #1" variables (e.g. X1P1RELATION, X1PAR1EMP, P1YRBORN1, P1USYR1, etc.) refer. X1P1RELATION is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1P1RELATION is statistically imputed for cases with a completed parent interview (imputed values in X1P1RELATION can be identified using X1P1RELAT_IM).

Code	Value Label	Frequency	Percentage
1	Biological mother	11721	54.66
2	Biological father	3397	15.84
3	Adoptive mother	305	1.42
4	Adoptive father	116	0.54
5	Stepmother	160	0.75
6	Stepfather	151	0.70

15	Other female guardian or relative	476	2.22
16	Other male guardian or relative	103	0.48
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1PAR1EDU

Position: 169 - 170, Format: N2.

Variable Label: X1 Parent 1: highest level of education

Comment: "Educational Specialist diploma" recoded as "Master's degree" on the public use file.

Variable Description:

- Indicates the highest level of education achieved by "parent #1"; "parent #1" is the parent to whom all "parent #1" variables (e.g., X1P1RELATION, X1PAR1EMP, P1YRBORN1, P1USYR1, etc.) refer. X1PAR1EDU is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1PAR1EDU is statistically imputed for cases with a completed parent interview (imputed values in X1PAR1EDU can be identified using X1PAR1EDU_IM).

Code	Value Label	Frequency	Percentage
1	Less than high school	1294	6.03
2	High school diploma or GED	6640	30.96
3	Associate's degree	2522	11.76
4	Bachelor's degree	3829	17.86
5	Master's degree	1580	7.37
7	Ph.D/M.D/Law/other high lvl prof degree	564	2.63
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1PAR1EMP

Position: 171 - 172, Format: N2.

Variable Label: X1 Parent 1: employment status

Variable Description:

- Indicates the employment status of "parent #1"; "parent #1" is the parent to whom all "parent #1" variables (e.g. X1P1RELATION, X1PAR1EMP, P1YRBORN1, P1USYR1, etc.) refer. X1PAR1EMP is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1PAR1EMP is statistically imputed for cases with a completed parent interview (imputed values in X1PAR1EMP can be identified using X1PAR1EMP_IM).

Code	Value Label	Frequency	Percentage
1	P1 has never worked for pay	528	2.46
2	P1 not currently working for pay	4061	18.94
3	P1 currently working PT (<35 hrs/wk)	2320	10.82

4	P1 currently working FT (>=35 hrs/wk)	9520	44.39
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1PAR1OCC2

Position: 173 - 174, Format: N2.

Variable Label: X1 Parent 1: current/most recent occupation: 2-digit O*NET code

Variable Description:

- X1PAR1OCC2 stores the 2-digit Occupational Information Network (O*NET) code of "parent #1's" current (or most recent) job; "parent #1" is the parent to whom all "parent #1" variables (e.g., X1P1RELATION, X1PAR1EMP, P1YRBORN1, P1USYR1, etc.) refer. Use X1PAR1EMP to distinguish whether the code stored in X1PAR1OCC2 refers to a current or most recent job. X1PAR1OCC2 is taken from the base year parent questionnaire; if missing or "uncodeable" from the base year parent questionnaire, X1PAR1OCC2 is statistically imputed for cases with a completed parent interview (imputed values in X1PAR1OCC2 can be identified using X1PAR1OCC_IM). See also http://www.onetcenter.org/ for further information on the O*NET taxonomy.

Code	Value Label	Frequency	Percentage
11	Management Occupations	2282	10.64
13	Business and Financial Operations Occupations	764	3.56
15	Computer and Mathematical Occupations	361	1.68
17	Architecture and Engineering Occupations	269	1.25
19	Life, Physical, and Social Science Occupations	198	0.92
21	Community and Social Services Occupations	358	1.67
23	Legal Occupations	202	0.94
25	Education, Training, and Library Occupations	1526	7.12
27	Arts, Design, Entertainment, Sports, and Media Occupations	234	1.09
29	Healthcare Practitioners and Technical Occupations	1396	6.51
31	Healthcare Support Occupations	663	3.09
33	Protective Service Occupations	227	1.06
35	Food Preparation and Serving Related Occupations	633	2.95
37	Building and Grounds Cleaning and Maintenance Occupations	369	1.72
39	Personal Care and Service Occupations	623	2.91
41	Sales and Related Occupations	1133	5.28
43	Office and Administrative Support Occupations	2414	11.26
45	Farming, Fishing, and Forestry Occupations	132	0.62
47	Construction and Extraction Occupations	325	1.52

6	More than one race, non-Hispanic	613	2.86
8	White, non-Hispanic	9963	46.46
9	Other, non-Hispanic	159	0.74
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	877	4.09
TOTALS		21444	100.00

Variable Name: X1P2RELATION

Position: 183 - 184, Format: N2.

Variable Label: X1 Parent 2: spouse's relationship to 9th grader

Comment: Non-parent relationships recoded as "Other female/male guardian" on the public use file.

Variable Description:

- Indicates the relationship of "parent #2" to the sample member; "parent #2" is the parent to whom all "parent #2" variables (e.g. X1P2RELATION, X1PAR2EMP, P1YRBORN2, P1USYR2, etc.) refer. Parent #2 is usually the spouse/partner of the respondent unless the respondent is not a parent or parent figure and there are two parents also living in the household. X1P2RELATION is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1P2RELATION is statistically imputed for cases with a completed parent interview (imputed values in X1P2RELATION can be identified using X1P2RELAT_IM).

Code	Value Label	Frequency	Percentage
1	Biological mother	2722	12.69
2	Biological father	7225	33.69
3	Adoptive mother	89	0.42
4	Adoptive father	325	1.52
5	Stepmother	322	1.50
6	Stepfather	1586	7.40
15	Other female guardian or relative	115	0.54
16	Other male guardian or relative	505	2.35
-7	Item legitimate skip/NA	3540	16.51
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1PAR2EDU

Position: 185 - 186, Format: N2.

Variable Label: X1 Parent 2: highest level of education

Comment: "Educational Specialist diploma" recoded as "Master's degree" on the public use file.

Variable Description:

- Indicates the highest level of education achieved by "parent #2"; "parent #2" is the parent to whom all "parent #2" variables (e.g., X1P2RELATION, X1PAR2EMP, P1YRBORN2, P1USYR2, etc.) refer. X1PAR2EDU is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1PAR2EDU is statistically imputed for cases with a completed parent interview (imputed values in X1PAR2EDU can be identified using X1PAR2EDU_IM).

Code	Value Label	Frequency	Percentage
1	Less than high school	1295	6.04
2	High school diploma or GED	5536	25.82
3	Associate's degree	1564	7.29
4	Bachelor's degree	2793	13.02
5	Master's degree	1011	4.71
7	Ph.D/M.D/Law/other high lvl prof degree	690	3.22
-7	Item legitimate skip/NA	3540	16.51
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1PAR2EMP

Position: 187 - 188, Format: N2.

Variable Label: X1 Parent 2: employment status

Variable Description:

- Indicates the employment status of "parent #2"; "parent #2" is the parent to whom all "parent #2" variables (e.g., X1P2RELATION, X1PAR2EMP, P1YRBORN2, P1USYR2, etc.) refer. X1PAR2EMP is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1PAR2EMP is statistically imputed for cases with a completed parent interview (imputed values in X1PAR2EMP can be identified using X1PAR2EMP_IM).

Code	Value Label	Frequency	Percentage
1	P2 has never worked for pay	401	1.87
2	P2 not currently working for pay	2134	9.95
3	P2 currently working PT (<35 hrs/wk)	925	4.31
4	P2 currently working FT (>=35 hrs/wk)	9429	43.97
-7	Item legitimate skip/NA	3540	16.51
-8	Unit non-response/component not applicable	5015	23.39

TOTALS		21444	100.00

Variable Name: X1PAR2OCC2

Position: 189 - 190, Format: N2.

Variable Label: X1 Parent 2: current/most recent occupation: 2-digit O*NET code

Variable Description:

- X1PAR2OCC2 stores the 2-digit Occupational Information Network (O*NET) code of "parent #2's" current (or most recent) job; "parent #2" is the parent to whom all "parent #2" variables (e.g., X1P2RELATION, X1PAR2EMP, P1YRBORN2, P1USYR2, etc.) refer. Use X1PAR2EMP to distinguish whether the code stored in X1PAR2OCC2 refers to a current or most recent job. X1PAR2OCC2 is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1PAR2OCC2 is statistically imputed for cases with a completed parent interview (imputed values in X1PAR2OCC2 can be identified using X1PAR2OCC_IM). See also http://www.onetcenter.org/ for further information on the O*NET taxonomy.

Code	Value Label	Frequency	Percentage
11	Management Occupations	2129	9.93
13	Business and Financial Operations Occupations	533	2.49
15	Computer and Mathematical Occupations	379	1.77
17	Architecture and Engineering Occupations	435	2.03
19	Life, Physical, and Social Science Occupations	142	0.66
21	Community and Social Services Occupations	172	0.80
23	Legal Occupations	160	0.75
25	Education, Training, and Library Occupations	564	2.63
27	Arts, Design, Entertainment, Sports, and Media Occupations	185	0.86
29	Healthcare Practitioners and Technical Occupations	710	3.31
31	Healthcare Support Occupations	195	0.91
33	Protective Service Occupations	349	1.63
35	Food Preparation and Serving Related Occupations	313	1.46
37	Building and Grounds Cleaning and Maintenance Occupations	328	1.53
39	Personal Care and Service Occupations	233	1.09
41	Sales and Related Occupations	817	3.81
43	Office and Administrative Support Occupations	788	3.67
45	Farming, Fishing, and Forestry Occupations	154	0.72
47	Construction and Extraction Occupations	1003	4.68
49	Installation, Maintenance, and Repair Occupations	812	3.79
51	Production Occupations	1134	5.29

53	Transportation and Material Moving Occupations	838	3.91
55	Military Specific Occupations	115	0.54
-7	Item legitimate skip/NA	3941	18.38
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1PAR2OCC6

Position: 191 - 196, Format: A6

Variable Label: X1 Parent 2: current/most recent occupation: 6-digit O*NET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1PAR2OCC6 stores the 6-digit Occupational Information Network (O*NET) code of "parent #2's" current (or most recent) job; "parent #2" is the parent to whom all "parent #2" variables (e.g., X1P2RELATION, X1PAR2EMP, P1YRBORN2, P1USYR2, etc.) refer. Use X1PAR2EMP to distinguish whether the code stored in X1PAR2OCC6 refers to a current or most recent job. See also http://www.onetcenter.org/ for further information on the O*NET taxonomy. Please note that if the value of X1PAR2OCC2 was imputed to a value of "XX", X1PAR2OCC6 is imputed to a value of "XX0000" (as opposed to a more-specifically imputed value of "XXXXXX"). Imputed values in these variables can be identified by using the variable X1PAR2OCC_IM.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1PAR2RACE

Position: 197 - 198, Format: N2.

Variable Label: X1 Parent 2: race/ethnicity

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- Characterizes the race/ethnicity of "parent #2", as reported by the parent questionnaire respondent; "parent #2" is the parent to whom all "parent #2" variables (e.g., X1P2RELATION, X1PAR2EMP, P1YRBORN2, P1USYR2, etc.) refer. X1PAR2RACE summarizes the following 6 dichotomous race/ethnicity variables drawn from the parent questionnaire: P1HISP2, P1WHITE2, P1BLACK2, P1ASIAN2, P1PACISLE2, and P1AMINDIAN2.

Code	Value Label	Frequency	Percentage
2	Asian, non-Hispanic	1090	5.08
3	Black/African-American, non-Hispanic	949	4.43
4	Hispanic, no race specified	450	2.10
5	Hispanic, race specified	1122	5.23
6	More than one race, non-Hispanic	284	1.32
8	White, non-Hispanic	8259	38.51

9	Other, non-Hispanic	116	0.54
-7	Item legitimate skip/NA	3540	16.51
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	619	2.89
TOTALS		21444	100.00

Variable Name: X1PAREDU

Position: 199 - 200, Format: N2.

Variable Label: X1 Parents'/guardians' highest level of education

Comment: "Educational Specialist diploma" recoded as "Master's degree" on the public use file.

Variable Description:

- Indicates the highest level of education achieved by either parent living in the sample member's home. X1PAREDU is constructed from two composite variables (X1PAR1EDU and X1PAR2EDU) which contain imputed values; if either of these two input variables are imputed and the highest level of education could not be inferred from non-imputed data, then the imputation flag for X1PAREDU (X1PAREDU_IM) is set to 1.

Code	Value Label	Frequency	Percentage
1	Less than high school	974	4.54
2	High school diploma or GED	5770	26.91
3	Associate's degree	2507	11.69
4	Bachelor's degree	4031	18.80
5	Master's degree	2073	9.67
7	Ph.D/M.D/Law/other high lvl prof degree	1074	5.01
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1PARPATTERN

Position: 201 - 202, Format: N2.

Variable Label: X1 P1-P2 relationship pattern

Comment: Non-partner guardian relationships recoded as other guardian on the public use file.

Variable Description:

- This variable indicates: (1) whether there are one or two parents in sample member's home, (2) the relationship of those parent(s) to the sample member, and (3) if there are two parents in the home, the relationship of those parents to each other. This variable was derived from two composite variables (X1P1RELATION and X1P2RELATION) which contain imputed values, as well as one parent questionnaire variable (P1HHTIME) which was imputed, when missing, for the purposes of constructing X1PARPATTERN (though the imputed values of P1HHTIME are not delivered).

Code	Value Label	Frequency	Percentage
1	Two bio/adoptive parents	9956	46.43
2	Bio/adoptive mother and other guardian	2059	9.60

4	Bio/adoptive father and other guardian	488	2.28
6	Two other guardians	269	1.25
7	Bio/adoptive mother only	2733	12.74
8	Bio/adoptive father only	470	2.19
9	Other female guardian only	184	0.86
10	Other male guardian only	32	0.15
11	Student lives with P1/P2 less than half the time	238	1.11
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1MOMRESP

Position: 203 - 204, Format: N2.

Variable Label: X1 Whether parent questionnaire respondent is mother

Variable Description:

- Indicates whether or not the parent questionnaire respondent is a biological, adoptive, or step mother. X1MOMRESP is derived from three composite variables (X1P1RELATION, X1P2RELATION, and X1PARRESP).

Code	Value Label	Frequency	Percentage
0	Parent respondent is not bio/adoptive/step-mother	4282	19.97
1	Parent respondent is bio/adoptive/step-mother	12147	56.65
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1MOMREL

Position: 205 - 206, Format: N2.

Variable Label: X1 Mother/female guardian's relationship to 9th grader

Variable Description:

- Indicates whether or not there is a biological, adoptive, or step mother in the sample member's household. X1MOMREL is derived from two composite variables (X1P1RELATION and X1P2RELATION) which contain imputed values; if either of these two input variables is imputed and the presence of a mother in the household could not be determined from unimputed data, then the imputation flag for X1MOMREL (X1MOMREL_IM) is set to 1.

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-mother in household	1130	5.27
1	Biological mother in household	14443	67.35
2	Adoptive mother in household	389	1.81
3	Step-mother in household	467	2.18

-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1MOMEDU

Position: 207 - 208, Format: N2.

Variable Label: X1 Mother's/female guardian's highest level of education

Comment: "Educational Specialist diploma" recoded as "Master's degree" on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X1MOMEDU indicates the highest level of education achieved by that biological, adoptive, or step mother. X1MOMEDU is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1EDU, and X1PAR2EDU) which contain imputed values; if any of these four input variables are imputed, then the imputation flag for X1MOMEDU (X1MOMEDU_IM) is set to 1.

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-mother in household	1130	5.27
1	Less than high school	1243	5.80
2	High school diploma or GED	6189	28.86
3	Associate's degree	2473	11.53
4	Bachelor's degree	3637	16.96
5	Master's degree	1339	6.24
7	Ph.D/M.D/Law/other high lvl prof degree	418	1.95
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1MOMEMP

Position: 209 - 210, Format: N2.

Variable Label: X1 Mother/female guardian's employment status

Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X1MOMEMP indicates the employment status of that biological, adoptive, or step mother. X1MOMEMP is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1EMP, and X1PAR2EMP) which contain imputed values; if any of these four input variables are imputed and the mother's employment could not be determined from unimputed data, then the imputation flag for X1MOMEMP (X1MOMEMP_IM) is set to 1.

Code	Value Label	Frequency	Percentage
0	No biological, adoptive, or step-mother in household	1130	5.27
1	Never worked for pay	703	3.28
2	Not currently working for pay, has in the past	3951	18.42
3	Currently working for pay PT (<35 hrs/wk)	2647	12.34

4	Currently working for pay FT (>=35 hrs/wk)	7998	37.30
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1MOMOCC2

Position: 211 - 212, Format: N2.

Variable Label: X1 Mother/female guardian's current/most recent occupation: 2-digit O*NET code

Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X1MOMOCC2 stores the 2-digit Occupational Information Network (O*NET) code for that biological, adoptive, or step mother's current (or most recent) job. Use X1MOMEMP to distinguish whether the code stored in X1MOMOCC2 refers to a current job or most recent job. X1MOMOCC2 is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1OCC2, and X1PAR2OCC2) which contain imputed values; if any of these four input variables are imputed and the mother's occupation could not be determined from unimputed data, then the imputation flag for mother's occupation (X1MOMOCC_IM) is set to 1. See also http://www.onetcenter.org/ for further information on the O*NET taxonomy.

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-mother in household	1130	5.27
11	Management Occupations	1794	8.37
13	Business and Financial Operations Occupations	735	3.43
15	Computer and Mathematical Occupations	255	1.19
17	Architecture and Engineering Occupations	95	0.44
19	Life, Physical, and Social Science Occupations	155	0.72
21	Community and Social Services Occupations	329	1.53
23	Legal Occupations	182	0.85
25	Education, Training, and Library Occupations	1686	7.86
27	Arts, Design, Entertainment, Sports, and Media Occupations	239	1.11
29	Healthcare Practitioners and Technical Occupations	1496	6.98
31	Healthcare Support Occupations	738	3.44
33	Protective Service Occupations	115	0.54
35	Food Preparation and Serving Related Occupations	663	3.09
37	Building and Grounds Cleaning and Maintenance Occupations	372	1.73
39	Personal Care and Service Occupations	702	3.27
41	Sales and Related Occupations	1110	5.18
43	Office and Administrative Support Occupations	2650	12.36
45	Farming, Fishing, and Forestry Occupations	85	0.40

47	Construction and Extraction Occupations	62	0.29
49	Installation, Maintenance, and Repair Occupations	73	0.34
51	Production Occupations	733	3.42
53	Transportation and Material Moving Occupations	300	1.40
55	Military Specific Occupations	27	0.13
-7	Item legitimate skip/NA	703	3.28
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1MOMOCC6

Position: 213 - 218, Format: A6

Variable Label: X1 Mother/female guardian's current/most recent occupation: 6-digit O*NET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X1MOMOCC6 stores the 6-digit Occupational Information Network (O*NET) code for that biological, adoptive, or step mother's current (or most recent) job. Use X1MOMEMP to distinguish whether the code stored in X1MOMOCC6 refers to a current job or most recent job. X1MOMOCC6 is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1OCC6, and X1PAR2OCC6), all of which contain imputed values; if any of these input variables are imputed and the mother's occupation could not be determined from unimputed data, then the imputation flag for Mother's occupation (X1MOMOCC_IM) is set to 1. See also http://www.onetcenter.org/ for further information on the O*NET taxonomy.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1MOMRACE

Position: 219 - 220, Format: N2.

Variable Label: X1 Mother's race/ethnicity

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X1MOMRACE characterizes the race/ethnicity of that biological, adoptive, or step mother. X1MOMRACE is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1RACE, and X1PAR2RACE).

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-mother in household	1130	5.27
2	Asian, non-Hispanic	1211	5.65
3	Black/African-American, non-Hispanic	1316	6.14

4	Hispanic, no race specified	574	2.68
5	Hispanic, race specified	1417	6.61
6	More than one race, non-Hispanic	502	2.34
8	White, non-Hispanic	9327	43.49
9	Other, non-Hispanic	147	0.69
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	805	3.75
TOTALS		21444	100.00

Variable Name: X1DADRESP

Position: 221 - 222, Format: N2.

Variable Label: X1 Whether parent questionnaire respondent is father

Variable Description:

- Indicates whether or not the parent questionnaire respondent is a biological, adoptive, or step father. X1DADRESP is derived from three composite variables (X1P1RELATION, X1P2RELATION, and X1PARRESP).

Code	Value Label	Frequency	Percentage
0	Parent respondent is not bio/adoptive/step-father	12776	59.58
1	Parent respondent is bio/adoptive/step-father	3653	17.04
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1DADREL

Position: 223 - 224, Format: N2.

Variable Label: X1 Father/male guardian's relationship to 9th grader

Variable Description:

- Indicates whether or not there is a biological, adoptive, or step father in the sample member's household. X1DADREL is derived from two composite variables (X1P1RELATION and X1P2RELATION) which contain imputed values; if either of these two input variables is imputed and the presence of a father in the household could not be determined from unimputed data, then the imputation flag for X1DADREL (X1DADREL_IM) is set to 1.

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-father in household	3634	16.95
1	Biological father in household	10622	49.53
2	Adoptive father in household	440	2.05
3	Step-father in household	1733	8.08
-8	Unit non-response/component not applicable	5015	23.39

TOTALS		21444	100.00

Variable Name: X1DADEDU

Position: 225 - 226, Format: N2.

Variable Label: X1 Father's/male guardian's highest level of education

Comment: "Educational Specialist" diploma recoded as "Master's degree" on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X1DADEDU indicates the highest level of education achieved by that biological, adoptive, or step father. X1DADEDU is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1EDU, and X1PAR2EDU) which contain imputed values; if any of these four input variables are imputed, then the imputation flag for X1DADEDU (X1DADEDU_IM) is set to 1.

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-father in household	3634	16.95
1	Less than high school	1172	5.47
2	High school diploma or GED	5299	24.71
3	Associate's degree	1468	6.85
4	Bachelor's degree	2855	13.31
5	Master's degree	1194	5.57
7	Ph.D/M.D/Law/other high lvl prof degree	807	3.76
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1DADEMP

Position: 227 - 228, Format: N2.

Variable Label: X1 Father/male guardian's employment status

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X1DADEMP indicates the employment status of that biological, adoptive, or step father. X1DADEMP is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1EMP, and X1PAR2EMP) which contain imputed values; if any of these four input variables are imputed and the father's employment could not be determined from unimputed data, then the imputation flag for X1DADEMP (X1DADEMP_IM) is set to 1.

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-father in household	3634	16.95
1	Never worked for pay	174	0.81
2	Not currently working for pay, has in the past	1761	8.21
3	Currently working for pay PT (<35 hrs/wk)	493	2.30
4	Currently working for pay FT (>=35 hrs/wk)	10367	48.34

-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1DADOCC2

Position: 229 - 230, Format: N2.

Variable Label: X1 Father/male guardian's current/most recent occupation: 2-digit O*NET code

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X1DADOCC2 stores the 2-digit Occupational Information Network (O*NET) code for that biological, adoptive, or step father's current (or most recent) job. Use X1DADEMP to distinguish whether the code stored in X1DADOCC2 refers to a current job or most recent job. X1DADOCC2 is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1OCC2, and X1PAR2OCC2) which contain imputed values; if any of these four input variables are imputed, then the imputation flag for father's occupation (X1DADOCC_IM) is set to 1. See also http://www.onetcenter.org/ for further information on the O*NET taxonomy.

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-father in household	3634	16.95
11	Management Occupations	2477	11.55
13	Business and Financial Operations Occupations	530	2.47
15	Computer and Mathematical Occupations	469	2.19
17	Architecture and Engineering Occupations	582	2.71
19	Life, Physical, and Social Science Occupations	180	0.84
21	Community and Social Services Occupations	179	0.83
23	Legal Occupations	178	0.83
25	Education, Training, and Library Occupations	355	1.66
27	Arts, Design, Entertainment, Sports, and Media Occupations	168	0.78
29	Healthcare Practitioners and Technical Occupations	549	2.56
31	Healthcare Support Occupations	78	0.36
33	Protective Service Occupations	427	1.99
35	Food Preparation and Serving Related Occupations	226	1.05
37	Building and Grounds Cleaning and Maintenance Occupations	280	1.31
39	Personal Care and Service Occupations	98	0.46
41	Sales and Related Occupations	770	3.59
43	Office and Administrative Support Occupations	426	1.99
45	Farming, Fishing, and Forestry Occupations	184	0.86
47	Construction and Extraction Occupations	1169	5.45

49	Installation, Maintenance, and Repair Occupations	980	4.57
51	Production Occupations	1214	5.66
53	Transportation and Material Moving Occupations	949	4.43
55	Military Specific Occupations	153	0.71
-7	Item legitimate skip/NA	174	0.81
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1DADOCC6

Position: 231 - 236, Format: A6

Variable Label: X1 Father/male guardian's current/most recent occupation: 6-digit O*NET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X1DADOCC6 stores the 6-digit Occupational Information Network (O*NET) code for that biological, adoptive, or step father's current (or most recent) job. Use X1DADEMP to distinguish whether the code stored in X1DADOCC6 refers to a current job or most recent job. X1DADOCC6 is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1OCC6, and X1PAR2OCC6), all of which contain imputed values; if any of these input variables are imputed, then the imputation flag for father's occupation (X1DADOCC6_IM) is set to 1. See also http://www.onetcenter.org/ for further information on the O*NET taxonomy.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1DADRACE

Position: 237 - 238, Format: N2.

Variable Label: X1 Father's race/ethnicity

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X1DADRACE characterizes the race/ethnicity of that biological, adoptive, or step father. X1DADRACE is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1RACE, and X1PAR2RACE).

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-father in household	3634	16.95
2	Asian, non-Hispanic	1029	4.80
3	Black/African-American, non-Hispanic	936	4.36
4	Hispanic, no race specified	459	2.14

5	Hispanic, race specified	1114	5.19
6	More than one race, non-Hispanic	344	1.60
8	White, non-Hispanic	8195	38.22
9	Other, non-Hispanic	107	0.50
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	611	2.85
TOTALS		21444	100.00

Variable Name: X1HHNUMBER

Position: 239 - 240, Format: N2.

Variable Label: X1 Number of 2009 household members

Comment: Households with more than 11 members or with inputs (p1hhlt18 and p1hhge18) top coded at 9 are recoded as 11 on the public use file.

Variable Description:

- Indicates the total number of people living in the sample member's household, as reported by the parent questionnaire respondent.

X1HHNUMBER is the sum of P1HHLT18 (number of household members less than 18 years of age) and P1HHGE18 (number of household members 18 years or older), both of which are based on questions from the base year parent questionnaire which accepted only single-digit responses (i.e. the two input variables for this composite are essentially top-coded at 9). If either of these two input variables stores a value of 9, X1HHNUMBER will store a value (98 or 99) indicating that one or both of the input variables was top-coded; X1HHNUMBER values of 98 and 99 therefore refer to households where the exact number of household members can not be determined, but can be safely assumed to be 9 or greater. The two input variables for this composite were imputed for the purposes of constructing X1HHNUMBER (though the imputed values of P1HHLT18 and P1HHGE18 are not delivered). If either of these two inputs is imputed, then the imputation flag for X1HHNUMBER (X1HHNUMB_IM) is set to 1.

Code	Value Label	Frequency	Percentage
2	2 Household members	838	3.91
3	3 Household members	3249	15.15
4	4 Household members	5848	27.27
5	5 Household members	3745	17.46
6	6 Household members	1658	7.73
7	7 Household members	624	2.91
8	8 Household members	263	1.23
9	9 Household members	106	0.49
10	10 Household members	52	0.24
11	11+ Household members	46	0.21
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1FAMINCOME

Position: 241 - 242, Format: N2.

Variable Label: X1 Total family income from all sources 2008

Variable Description:

- X1FAMINCOME is a categorical variable which indicates the sample member's family income from all sources in 2008, as reported by the parent questionnaire respondent. If missing from the parent questionnaire, X1FAMINCOME is statistically imputed (imputed values in X1FAMINCOME can be identified by using X1FAMINC_IM).

Code	Value Label	Frequency	Percentage
1	Family income less than or equal to $15,000	1526	7.12
2	Family income > $15,000 and <= $35,000	2982	13.91
3	Family income > $35,000 and <= $55,000	2713	12.65
4	Family income > $55,000 and <= $75,000	2461	11.48
5	Family income > $75,000 and <= $95,000	1814	8.46
6	Family income > $95,000 and <= $115,000	1454	6.78
7	Family income > $115,000 and <= $135,000	946	4.41
8	Family income > $135,000 and <= $155,000	732	3.41
9	Family income > $155,000 and <=$175,000	361	1.68
10	Family income > $175,000 and <= $195,000	232	1.08
11	Family income > $195,000 and <= $215,000	310	1.45
12	Family income > $215,000 and <= $235,000	115	0.54
13	Family income > $235,000	783	3.65
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1POVERTY

Position: 243 - 244, Format: N2.

Variable Label: X1 Poverty indicator (relative to 100% of Census poverty threshold)

Variable Description:

- X1POVERTY indicates whether the sample member's family was at/above or below the 2008 poverty threshold, as set forth by the U.S. Census Bureau. Both family income and household size are considered when calculating whether a family is at/above or below the poverty threshold. If X1FAMINCOME or X1HHNUMBER are imputed, then the imputation flag for the poverty variables (X1POVERTY_IM) is set to 1. See http://www.census.gov/hhes/www/poverty/data/threshld/thresh08.html for further detail on 2008 poverty thresholds.

Code	Value Label	Frequency	Percentage
0	At or above poverty threshold	13828	64.48

1	Below poverty threshold	2601	12.13
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1POVERTY130

Position: 245 - 246, Format: N2.

Variable Label: X1 Poverty indicator (relative to 130% of Census poverty threshold)

Variable Description:

- X1POVERTY130 indicates whether the sample member's family was at/above or below 130% of the 2008 poverty threshold, as set forth by the U.S. Census Bureau. Both family income and household size are considered when calculating whether a family is at/above or below 130% of the poverty threshold. If X1FAMINCOME or X1HHNUMBER are imputed, then the imputation flag for the poverty variables (X1POVERTY_IM) is set to 1. See http://www.census.gov/hhes/www/poverty/data/threshld/thresh08.html for further detail on 2008 poverty thresholds.

Code	Value Label	Frequency	Percentage
0	At or above 130% poverty threshold	12850	59.92
1	Below 130% poverty threshold	3579	16.69
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1POVERTY185

Position: 247 - 248, Format: N2.

Variable Label: X1 Poverty indicator (relative to 185% of Census poverty threshold)

Variable Description:

- X1POVERTY185 indicates whether the sample member's family was at/above or below 185% of the 2008 poverty threshold, as set forth by the U.S. Census Bureau. Both family income and household size are considered when calculating whether a family is at/above or below 185% of the poverty threshold. If X1FAMINCOME or X1HHNUMBER are imputed, then the imputation flag for the poverty variables (X1POVERTY_IM) is set to 1. See http://www.census.gov/hhes/www/poverty/data/threshld/thresh08.html for further detail on 2008 poverty thresholds.

Code	Value Label	Frequency	Percentage
0	At or above 185% poverty threshold	10980	51.20
1	Below 185% poverty threshold	5449	25.41
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1SES

Position: 249 - 255, Format: N7.4

Variable Label: X1 Socio-economic status composite

Variable Description:

- This composite variable is used to measure a construct for socioeconomic status. X1SES is calculated using parent/guardians' education (X1PAR1EDU and X1PAR2EDU), occupation (X1PAR1OCC2 and X1PAR2OCC2), and family income (X1FAMINCOME). For cases with nonresponding parent/guardians, 5 imputed values are generated (X1SES1-X1SES5), X1SES is computed as the average of the 5 imputed values, and the imputation flag is set as X1SES_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, X1SES is constructed from the combination of actual and imputed parent/guardian values. For these cases, the values of X1SES1-X1SES5 are equivalent to X1SES and X1SES_IM=2. Otherwise, the responding parent/guardian provided responses for all input variables so that the values of X1SES1-X1SES5 are again equivalent to X1SES and X1SES_IM=0. For more information on this variable, please refer to section 7.3.2.2 and appendix k of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-1.9302 - 2.8807	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SESQ5

Position: 256 - 257, Format: N2.

Variable Label: X1 Quintile coding of BYSES composite

Variable Description:

- This variable is the quintile of X1SES, weighted using the student weight (W1STUDENT). For more information on this variable, please refer to section 7.3.2.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	First quintile (lowest)	3434	16.01
2	Second quintile	3705	17.28
3	Third quintile	4233	19.74
4	Fourth quintile	4553	21.23
5	Fifth quintile (highest)	5519	25.74
TOTALS		21444	100.00

Variable Name: X1SES_U

Position: 258 - 264, Format: N7.4

Variable Label: X1 Socio-economic status composite derived with locale (urbanicity)

Variable Description:

- This composite variable is used to measure a construct for socioeconomic status. X1SES_U is calculated using parent/guardians' education (X1PAR1EDU and X1PAR2EDU), occupation (X1PAR1OCC2 and X1PAR2OCC2), family income (X1FAMINCOME), as well as school urbanicity (X1LOCALE). For cases with nonresponding parent/guardians, 5 imputed values of are generated (X1SES1_U-X1SES5_U), X1SES_U is computed as the average of the 5 imputed values, and the imputation flag is set as X1SES_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, X1SES_U is constructed from the combination of actual and imputed parent/guardian values. For these cases, the values of X1SES1_U-X1SES5_U are equivalent to X1SES_U and X1SES_IM=2. Otherwise, the responding parent/guardian provided responses for all input variables so that the values of X1SES1_U-X1SES5_U are again equivalent to X1SES_U and X1SES_IM=0. For more information on this variable, please refer to section 7.3.2.2 and appendix k of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-1.9183 - 2.9783	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SESQ5_U

Position: 265 - 266, Format: N2.

Variable Label: X1 Quintile coding of BYSES composite derived with locale (urbanicity)

Variable Description:

- This variable is the quintile of X1SES_U, weighted using the student weight (W1STUDENT). For more information on this variable, please refer to section 7.3.2.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	First quintile (lowest)	3546	16.54
2	Second quintile	3716	17.33
3	Third quintile	4095	19.10
4	Fourth quintile	4564	21.28
5	Fifth quintile (highest)	5523	25.76
TOTALS		21444	100.00

Variable Name: X1MTHID

Position: 267 - 271, Format: N5.2

Variable Label: X1 Scale of student's mathematics identity

Variable Description:

- This variable is a scale of the sample member's math identity. Sample members who tend to agree with the statements "You see yourself as a math person" and/or "Others see me as a math person" will have higher values for X1MTHID. This variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1MPERSON1 and S1MPERSON2. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-1.73 - 1.76	21159	98.67
-9	Missing	285	1.33
TOTALS		21444	100.00

Variable Name: X1MTHUTI

Position: 272 - 276, Format: N5.2

Variable Label: X1 Scale of student's mathematics utility

Variable Description:

- This variable is a scale of the sample member's perception of the utility of mathematics; higher values represent perceptions of greater mathematics utility. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1MUSELIFE, S1MUSECLG, and S1MUSEJOB. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.51 - 1.31	18802	87.68
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	529	2.47
TOTALS		21444	100.00

Variable Name: X1MTHEFF

Position: 277 - 281, Format: N5.2

Variable Label: X1 Scale of student's mathematics self-efficacy

Variable Description:

- This variable is a scale of the sample member's math self-efficacy; higher X1MTHEFF values represent higher math self-efficacy. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1MTESTS, S1MTEXTBOOK, S1MSKILLS, and S1MASSEXCL. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-2.92 - 1.62	18759	87.48
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	572	2.67
TOTALS		21444	100.00

Variable Name: X1MTHINT

Position: 282 - 286, Format: N5.2

Variable Label: X1 Scale of student's interest in fall 2009 math course

Variable Description:

- This variable is a scale of the sample member's interest in their base-year math course; higher values represent greater interest in their base-year math course. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1MENJOYING, S1MWASTE, S1MBORING, S1FAVSUBJ, S1LEASTSUBJ, and S1MENJOYS. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-2.46 - 2.08	18394	85.78
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	937	4.37
TOTALS		21444	100.00

Variable Name: X1SCIID

Position: 287 - 291, Format: N5.2

Variable Label: X1 Scale of student's science identity

Variable Description:

- This variable is a scale of the sample member's science identity. Sample members who tend to agree with the statements "You see yourself as a science person" and/or "Others see me as a math person" will have higher values for X1SCIID. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1SPERSON1 and S1SPERSON2. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-1.57 - 2.15	21109	98.44
-9	Missing	335	1.56
TOTALS		21444	100.00

Variable Name: X1SCIUTI

Position: 292 - 296, Format: N5.2

Variable Label: X1 Scale of student's science utility

Variable Description:

- This variable is a scale of the sample member's perception of the utility of science; higher values represent perceptions of greater science utility. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1SUSELIFE, S1SUSECLG, and S1SUSEJOB. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.1 - 1.69	17303	80.69
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	531	2.48
TOTALS		21444	100.00

Variable Name: X1SCIEFF

Position: 297 - 301, Format: N5.2

Variable Label: X1 Scale of student's science self-efficacy

Variable Description:

- This variable is a scale of the sample member's science self-efficacy; higher X1SCIEFF values represent higher science self-efficacy. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1STESTS, S1STEXTBOOK, S1SSKILLS, and S1SASSEXCL. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-2.91 - 1.83	17264	80.51
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	570	2.66
TOTALS		21444	100.00

Variable Name: X1SCIINT

Position: 302 - 306, Format: N5.2

Variable Label: X1 Scale of student's interest in fall 2009 science course

Variable Description:

- This variable is a scale of the sample member's interest in their base-year science course; higher values represent greater interest in their base-year science course. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1SENJOYING, S1SWASTE, S1SBORING, S1FAVSUBJ, S1LEASTSUBJ, and S1SENJOYS. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-2.59 - 2.03	16929	78.95
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	905	4.22
TOTALS		21444	100.00

Variable Name: X1SCHOOLBEL

Position: 307 - 311, Format: N5.2

Variable Label: X1 Scale of student's sense of school belonging

Variable Description:

- This variable is a scale of the sample member's perception of school belonging; higher values represent a greater sense of school belonging. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1SAFE, S1PROUD, S1TALKPROB, S1SCHWASTE, and S1GOODGRADES. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-4.35 - 1.59	20680	96.44
-9	Missing	764	3.56
TOTALS		21444	100.00

Variable Name: X1SCHOOLENG

Position: 312 - 316, Format: N5.2

Variable Label: X1 Scale of student's school engagement

Variable Description:

- This variable is a scale of the sample member's school engagement; higher values represent greater school engagement. Variable was created through principal factor components analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1NOHWDN, S1NOPAPER, S1NOBOOKS, and S1LATE. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.38 - 1.39	20902	97.47
-9	Missing	542	2.53
TOTALS		21444	100.00

Variable Name: X1STU30OCC6

Position: 317 - 322, Format: A6

Variable Label: X1 Student occupation at age 30: 6-digit O*NET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1STU30OCC6 stores the 6-digit Occupational Information Network (O*NET) code of the job the sample member expects or plans to have at age 30. The occupation text is stored in S1OCC30 and X1STU30OCC6 (6-digit code) and X1STU30OCC2 (2-digit code) are the coded versions of that occupation text. 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 X1STU30OCC6 with a value of “XX0000”. See http://www.onetcenter.org/ for further information on the O*NET taxonomy.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1STU30OCC2

Position: 323 - 324, Format: N2.

Variable Label: X1 Student occupation at age 30: 2-digit O*NET code

Comment: Occupations with low counts set to uncodeable on the public use file.

Variable Description:

- X1STU30OCC2 stores the 2-digit Occupational Information Network (O*NET) code of the job the sample member expects or plans to have at age 30. The occupation text is stored in S1OCC30 and X1STU30OCC6 (6-digit code) and X1STU30OCC2 (2-digit code) are the coded versions of that occupation text. 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 X1STU30OCC6 with a value of “XX0000”. See http://www.onetcenter.org/ for further information on the O*NET taxonomy.

Code	Value Label	Frequency	Percentage
11	Management Occupations	461	2.15
13	Business and Financial Operations Occupations	271	1.26
15	Computer and Mathematical Occupations	350	1.63
17	Architecture and Engineering Occupations	1035	4.83
19	Life, Physical, and Social Science Occupations	1055	4.92
21	Community and Social Services Occupations	206	0.96
23	Legal Occupations	821	3.83
25	Education, Training, and Library Occupations	770	3.59
27	Arts, Design, Entertainment, Sports, and Media Occupations	2610	12.17
29	Healthcare Practitioners and Technical Occupations	4348	20.28
31	Healthcare Support Occupations	53	0.25
33	Protective Service Occupations	597	2.78
35	Food Preparation and Serving Related Occupations	290	1.35
39	Personal Care and Service Occupations	357	1.66
41	Sales and Related Occupations	109	0.51
45	Farming, Fishing, and Forestry Occupations	47	0.22
47	Construction and Extraction Occupations	167	0.78
49	Installation, Maintenance, and Repair Occupations	317	1.48
51	Production Occupations	86	0.40
53	Transportation and Material Moving Occupations	142	0.66

55	Military Specific Occupations	576	2.69
98	Don't know	6056	28.24
99	Uncodeable	294	1.37
-9	Missing	426	1.99
TOTALS		21444	100.00

Variable Name: X1STUEDEXPCT

Position: 325 - 326, Format: N2.

Variable Label: X1 How far in school 9th grader thinks he/she will get

Variable Description:

- Indicates the highest level of education the sample member expects to achieve. X1STUEDEXPCT is drawn from the student questionnaire, and if missing from the student questionnaire, is statistically imputed (imputed values in X1STUEDEXPCT can be identified using X1STUEDEX_IM).

Code	Value Label	Frequency	Percentage
1	Less than high school	93	0.43
2	High school diploma or GED	2619	12.21
3	Start an Associate's degree	140	0.65
4	Complete an Associate's degree	1195	5.57
5	Start a Bachelor's degree	115	0.54
6	Complete a Bachelor's degree	3505	16.34
7	Start a Master's degree	231	1.08
8	Complete a Master's degree	4278	19.95
9	Start Ph.D/M.D/Law/other prof degree	176	0.82
10	Complete Ph.D/M.D/Law/other prof degree	4461	20.80
11	Don't know	4631	21.60
TOTALS		21444	100.00

Variable Name: X1PAREDEXPCT

Position: 327 - 328, Format: N2.

Variable Label: X1 How far in school parent thinks 9th grader will go

Variable Description:

- X1PAREDEXPCT indicates the highest level of education the parent questionnaire respondent expects the sample member to achieve. X1PAREDEXPCT is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1PAREDEXPCT is statistically imputed (imputed values in X1PAREDEXPCT can be identified using X1PAREDEX_IM).

Code	Value Label	Frequency	Percentage

1	Less than high school	54	0.25
2	High school diploma or GED	1251	5.83
3	Start an Associate's degree	146	0.68
4	Complete an Associate's degree	1167	5.44
5	Start a Bachelor's degree	130	0.61
6	Complete a Bachelor's degree	4866	22.69
7	Start a Master's degree	73	0.34
8	Complete a Master's degree	3315	15.46
9	Start Ph.D/M.D/Law/other prof degree	36	0.17
10	Complete Ph.D/M.D/Law/other prof degree	3710	17.30
11	Don't know	1681	7.84
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1STUPRVSCHL

Position: 329 - 340, Format: A12

Variable Label: X1 School student attended last year (2008-2009): 12-digit NCESID from CCD/PSS

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1STUPRVSCHL stores the 12-digit NCESID of the school from the Common Core of Data (CCD) or the Private School Universe Survey (PSS) that the sample member attended in the prior 2008-2009 school year (i.e. the school year prior to the base year of HSLS).

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1IEPFLAG

Position: 341 - 342, Format: N2.

Variable Label: X1 Individualized Education Plan

Variable Description:

- Whether student has an Individualized Education Plan. This information was provided on the ninth grade enrollment lists or subsequent sampled student roster by school personnel, if school personnel were able to provide it. An IEP can also be assumed for students of parents that indicated the 9th grader was currently receiving Special Education Services (P1SPECIALED=1), however, if a student is not receiving Special Education Services (P1SPECIALED=2) they can still have an IEP (as indicated by the school).

Code	Value Label	Frequency	Percentage
0	Student has no IEP	7495	34.95

1	Student has an IEP	1859	8.67
-9	Missing	12090	56.38
TOTALS		21444	100.00

Variable Name: X1TESTSTAT

Position: 343 - 344, Format: N2.

Variable Label: X1 Student mathematics assessment status

Variable Description:

- X1TESTSTAT indicates whether base-year HSLS mathematics assessment data are available on the data file for any given sample member.

Code	Value Label	Frequency	Percentage
1	BY assessment respondent	20781	96.91
2	BY assessment nonrespondent (scores imputed)	663	3.09
TOTALS		21444	100.00

Variable Name: X1TESTDATE

Position: 345 - 350, Format: A6

Variable Label: X1 Student mathematics assessment date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the sample member completed the base-year HSLS mathematics assessment.

Code	Value Label	Frequency	Percentage
Alph	Alpha	20781	96.91
-8	Unit non-response/component not applicable	663	3.09
TOTALS		21444	100.00

Variable Name: X1SQSTAT

Position: 351 - 352, Format: N2.

Variable Label: X1 Student questionnaire status

Variable Description:

- X1SQSTAT indicates whether a complete base year student interview is available on the data file; X1SQSTAT also indicates the mode of the base year student interview, and whether the student responded in-school or out-of-school. For an explanation of a responding case, please see chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	In-school self-administered standard form	21001	97.93
2	Out-of-school self-administered standard form	29	0.14
3	CATI standard form	414	1.93

TOTALS		21444	100.00

Variable Name: X1SQDATE

Position: 353 - 358, Format: A6

Variable Label: X1 Student questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the sample member responded to the base year student interview.

Code	Value Label	Frequency	Percentage
Alph	Alpha	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SQINCAPABL

Position: 359 - 360, Format: N2.

Variable Label: X1 Student questionnaire incapable

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Indicates whether or not the sample member was questionnaire incapable for the base year interview, and if so, the reason for being assigned a status of quesionnaire incapable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1PQSTAT

Position: 361 - 362, Format: N2.

Variable Label: X1 Parent questionnaire status

Comment: Various completion modes recoded as respondent on the public use file.

Variable Description:

- X1PQSTAT indicates whether a complete base year parent interview is available on the data file; it also indicates the mode of the base year parent interview, and whether the parent responded to a full-length or abbreviated interview. For an explanation of a responding case, please see chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Respondent	16429	76.61
8	Non-respondent (no base-year survey data)	5015	23.39
TOTALS		21444	100.00

Variable Name: X1PQDATE

Position: 363 - 368, Format: A6

Variable Label: X1 Parent questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the sample member's parent responded to the base year parent quesionnaire.

Code	Value Label	Frequency	Percentage
Alph	Alpha	16429	76.61
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1PQLANG

Position: 369 - 370, Format: N2.

Variable Label: X1 Parent questionnaire language (English v. Spanish)

Variable Description:

- Indicates whether the parent respondent completed an English or Spanish questionnaire.

Code	Value Label	Frequency	Percentage
1	English interview	15556	72.54
2	Spanish interview	873	4.07
-8	Unit non-response/component not applicable	5015	23.39
TOTALS		21444	100.00

Variable Name: X1TMQSTAT

Position: 371 - 372, Format: N2.

Variable Label: X1 Math teacher questionnaire status

Comment: Various completion modes recoded as respondent on the public use file.

Variable Description:

- X1TMQSTAT indicates whether a complete base year math teacher interview is available on the data file; X1TMQSTAT also indicates the mode of the base year math teacher interview, and whether the math teacher responded to a full-length or abbreviated interview. For an explanation of a responding case, please see chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Respondent	16035	74.78
8	Non-respondent	4938	23.03
9	Student has no fall 2009 math class (survey component not applicable)	471	2.20
TOTALS		21444	100.00

Variable Name: X1TMQDATE

Position: 373 - 378, Format: A6

Variable Label: X1 Math teacher questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the math teacher responded to the base year teacher questionnaire. If the student indicated that he or she was not taking a fall math class, this variable is set to -7.

Code	Value Label	Frequency	Percentage
Alph	Alpha	16035	74.78
-7	Item legitimate skip/NA	471	2.20
-8	Unit non-response/component not applicable	4938	23.03
TOTALS		21444	100.00

Variable Name: X1TMLINK

Position: 379 - 380, Format: N2.

Variable Label: X1 Student to math teacher link descriptor

Variable Description:

- X1TMLINK characterizes the linkage between the student and the base-year math teacher associated with that student on the HSLS data file. The values assigned are a product of comparison between student-provided teacher information and the teacher information provided by the school. Values of 1 through 3 represent cases where the math teacher associated with the student is a respondent, with values of 1 representing the ‘strongest' links (due to consistency between student- and school-provided information), and values of 2, and 3 representing links considered less strong due to inconsistent and/or missing information. Values of 8 are assigned in cases where a link could not be established between the student and a teacher because the teacher did not respond to the questionnaire. Values of 9 are assigned in cases where the student's school indicates the student is not enrolled in a math class and the student either indicates they are not enrolled in a math class or their class information is missing. For more information about teacher linkages, please refer to chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Teacher respondent, school and student-provided information consistent	13350	62.26
2	Teacher respondent, student-provided information selected	275	1.28
3	Teacher respondent, school-provided information selected	2410	11.24
8	Teacher nonrespondent	4938	23.03
9	Student not taking fall 2009 math course	471	2.20
TOTALS		21444	100.00

Variable Name: X1TMCRSLINK

Position: 381 - 382, Format: N2.

Variable Label: X1 Student to math teacher course-level link descriptor

Variable Description:

- X1TMCRSLINK characterizes the linkage between the student and the course-level data provided by the math teacher associated with that student on the HSLS data file. Values of 1 are assigned in cases where X1TMLINK=1 and the student confirmed enrollment in the associated course and could be linked using school records data to a course reported in the teacher questionnaire. Values of 2 are assigned in cases where X1TMLINK=1 or 3 and the student did not confirm enrollment in the associated course but could be linked using school records data to a course reported in the teacher questionnaire. Values of 8 are assigned where X1TMLINK=1, 2, 3, or 8 and either the teacher did not provide any course-level information for the school-specified course associated with the given student or the teacher was a nonrespondent. Values of 9 are assigned where X1TMLINK=9. For more information about teacher course linkages, please refer to chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Teacher reported on school-provided course, student confirmed enrollment	8842	41.23
2	Teacher reported on school-provided course, student did not confirm enrollment	3695	17.23
8	No course level information linked to student	8436	39.34
9	Student not taking fall 2009 math course	471	2.20
TOTALS		21444	100.00

Variable Name: X1TMRACE

Position: 383 - 384, Format: N2.

Variable Label: X1 Math teacher's race/ethnicity-composite

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- X1TMRACE characterizes the race/ethnicity of the sample member's math teacher by summarizing the following math teacher questionnaire variables: M1HISP, M1WHITE, M1BLACK, M1ASIAN, M1PACISLE, and M1AMINDIAN. If the student indicated that he or she was not taking a fall math class, this variable is set to -7.

Code	Value Label	Frequency	Percentage
2	Asian, non-Hispanic	386	1.80
3	Black/African-American, non-Hispanic	547	2.55
4	Hispanic, no race specified	57	0.27
5	Hispanic, race specified	530	2.47
6	More than one race, non-Hispanic	227	1.06
8	White, non-Hispanic	14214	66.28
9	Other, non-Hispanic	35	0.16

-7	Item legitimate skip/NA	471	2.20
-8	Unit non-response/component not applicable	4938	23.03
-9	Missing	39	0.18
TOTALS		21444	100.00

Variable Name: X1TMCERT

Position: 385 - 386, Format: N2.

Variable Label: X1 Math teacher's math teaching certification

Comment: High school and middle school not distinguished for probationary certification and emergency/temporary/waiver certification on the public use file.

Variable Description:

- Characterizes the math teacher's base year math teaching certification status by grade level and type of certification. "Probationary certifications" refer to certificates issued after satisfying all requirements except the completion of a probationary teaching period; "emergency/temporary/waiver certifications" refer to either: certificates that require some additional coursework or passing a test, or certificates issued to persons who must complete a certification program in order to continue teaching (see also M1CERTTYPE). If the student indicated that he or she was not taking a fall math class, this variable is set to -7.

Code	Value Label	Frequency	Percentage
0	No science teaching certification	1211	5.65
1	Regular certification; includes high school	12587	58.70
2	Regular certification; elementary or middle school only	162	0.76
3	Probationary certification; elem thru HS	714	3.33
5	Emergency/temporary/waiver certification; elem thru HS	1296	6.04
-7	Item legitimate skip/NA	471	2.20
-8	Unit non-response/component not applicable	4938	23.03
-9	Missing	65	0.30
TOTALS		21444	100.00

Variable Name: X1TMCOMM

Position: 387 - 391, Format: N5.2

Variable Label: X1 Scale of math teacher's perceptions of math professional learning community

Variable Description:

- This variable is a scale of the base year math teacher's perceptions of a professional learning community among math teachers at his/her school; higher X1TMCOMM values represent perceptions of a greater professional learning community. Variable was created through principal components factor analysis (weighted by W1MATHTCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were M1SHRIDEAS, M1WORKSHOP, M1SHRSTWRK, M1SHRLESSONS, M1SHRBELIEFS, M1SHRMTHDS, M1SHRELL, M1SHRAPPRCH, M1SHRCONTENT, M1EFFECTIVE, M1MENTOR, and M1CHAIR. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-4.07 - 1.7	13621	63.52
-7	Item legitimate skip/NA	471	2.20
-8	Unit non-response/component not applicable	4938	23.03
-9	Missing	2414	11.26
TOTALS		21444	100.00

Variable Name: X1TMEFF

Position: 392 - 396, Format: N5.2

Variable Label: X1 Scale of math teacher's self-efficacy

Variable Description:

- This variable is a scale of the base year math teacher's self-efficacy; higher values represent greater self-efficacy. Variable was created through principal components factor analysis (weighted by W1MATHTCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were M1FAMILY, M1DISCIPLINE, M1STUACHIEVE, M1PARENT, M1RETAIN, M1REDIRECT, M1GETTHRU, and M1HOMEFX. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.26 - 3.01	14073	65.63
-7	Item legitimate skip/NA	471	2.20
-8	Unit non-response/component not applicable	4938	23.03
-9	Missing	1962	9.15
TOTALS		21444	100.00

Variable Name: X1TMEXP

Position: 397 - 401, Format: N5.2

Variable Label: X1 Scale of math teacher's perceptions of math teachers' expectations

Variable Description:

- This variable is a scale of the base year math teacher's perceptions of teacher expectations at his/her school; higher X1TMEXP values represent higher perceived expectations. Variable was created through components principal components factor analysis (weighted by W1MATHTCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were M1TEACHING, M1LEARNING, M1BELIEVE, M1CLEARGOALS, M1GIVEUP, M1CARE, M1EXPECT, and M1WORKHARD. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-5.13 - 1.29	14501	67.62

-7	Item legitimate skip/NA	471	2.20
-8	Unit non-response/component not applicable	4938	23.03
-9	Missing	1534	7.15
TOTALS		21444	100.00

Variable Name: X1TMPRINC

Position: 402 - 406, Format: N5.2

Variable Label: X1 Scale of math teacher's perceptions of principal support

Variable Description:

- This variable is a scale of the base year math teacher's perceptions of support from his/her school's principal; higher values represent greater perceived support. Variable was created through principal components factor analysis (weighted by W1MATHTCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were M1PRESSURES, M1POORJOBRES, M1PSETSPRIO, M1PSCHVISION, M1PCOMEXP, M1PINNOVATE, and M1PCONSULTS. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.65 - 1.48	14112	65.81
-7	Item legitimate skip/NA	471	2.20
-8	Unit non-response/component not applicable	4938	23.03
-9	Missing	1923	8.97
TOTALS		21444	100.00

Variable Name: X1TMRESP

Position: 407 - 411, Format: N5.2

Variable Label: X1 Scale of math teacher's perceptions of collective responsibility

Variable Description:

- This variable is a scale of the base year math teacher's perceptions of collective responsibility among his/her school's teachers; higher values represent greater perceived collective responsibility. Variable was created through principal components factor analysis (weighted by W1MATHTCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were M1TSCHDISC, M1TIMPROVE, M1TSETSTDS, M1TSELFDEV, M1THELPBEST, M1TALLLEARN, or M1TFAIL. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-4.33 - 1.98	14136	65.92
-7	Item legitimate skip/NA	471	2.20
-8	Unit non-response/component not applicable	4938	23.03
-9	Missing	1899	8.86

TOTALS		21444	100.00

Variable Name: X1TSQSTAT

Position: 412 - 413, Format: N2.

Variable Label: X1 Science teacher questionnaire status

Comment: Various completion modes recoded as respondent on the public use file.

Variable Description:

- X1TSQSTAT indicates whether a complete base year science teacher interview is available on the data file; X1TSQSTAT also indicates the mode of the base year science teacher interview, and whether the science teacher responded to a full-length or abbreviated interview. For an explanation of a responding case, please see chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Respondent	14629	68.22
8	Non-respondent	5475	25.53
9	Student has no fall 2009 sci class (survey component not applicable)	1340	6.25
TOTALS		21444	100.00

Variable Name: X1TSQDATE

Position: 414 - 419, Format: A6

Variable Label: X1 Science teacher questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the science teacher responded to the base year teacher questionnaire. If the student indicated that he or she was not taking a fall science class, this variable is set to -7.

Code	Value Label	Frequency	Percentage
Alph	Alpha	14629	68.22
-7	Item legitimate skip/NA	1340	6.25
-8	Unit non-response/component not applicable	5475	25.53
TOTALS		21444	100.00

Variable Name: X1TSLINK

Position: 420 - 421, Format: N2.

Variable Label: X1 Student to science teacher link descriptor

Variable Description:

- X1TSLINK characterizes the linkage between the student and the base-year science teacher associated with that student on the HSLS data file. The values assigned are a product of comparison between student-provided teacher information and the teacher information provided by the school. Values of 1 through 3 represent cases where the science teacher associated with the student is a respondent, with values of 1 representing the 'strongest' links (due to consistency between student- and school-provided information), and values of 2, and 3 representing links considered less strong due to inconsistent and/or missing information. Values of 8 are assigned in cases where a link could not be established between the student and a teacher because the teacher did not respond to the questionnaire. Values of 9 are assigned in cases where the student's school indicates the student is not enrolled in a science class and the student either indicates they are not enrolled in a science class or their class information is missing. For more information about teacher linkages, please refer to chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Teacher respondent, school and student-provided information consistent	11809	55.07
2	Teacher respondent, student-provided information selected	251	1.17
3	Teacher respondent, school-provided information selected	2569	11.98
8	Teacher nonrespondent	5475	25.53
9	Student not taking fall 2009 science course	1340	6.25
TOTALS		21444	100.00

Variable Name: X1TSCRSLINK

Position: 422 - 423, Format: N2.

Variable Label: X1 Student to science teacher course-level link descriptor

Variable Description:

- X1TSCRSLINK characterizes the linkage between the student and the course-level data provided by the science teacher associated with that student on the HSLS data file. Values of 1 are assigned in cases where X1TSLINK=1 and the student confirmed enrollment in the associated course and could be linked using school records data to a course reported in the teacher questionnaire. Values of 2 are assigned in cases where X1TSLINK=1 or 3 and the student did not confirm enrollment in the associated course but could be linked using school records data to a course reported in the teacher questionnaire. Values of 8 are assigned where X1TSLINK=1, 2, 3, or 8 and either the teacher did not provide any course-level information for the school-specified course associated with the given student or the teacher was a nonrespondent. Values of 9 are assigned where X1TSLINK=9. For more information about teacher course linkages, please refer to chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Teacher reported on school-provided course, student confirmed enrollment	6976	32.53
2	Teacher reported on school-provided course, student did not confirm enrollment	4489	20.93
8	No course level information linked to student	8639	40.29

9	Student not taking fall 2009 science course	1340	6.25
TOTALS		21444	100.00

Variable Name: X1TSRACE

Position: 424 - 425, Format: N2.

Variable Label: X1 Science teacher race/ethnicity-composite

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- X1TSRACE characterizes the race/ethnicity of the sample member's science teacher by summarizing the following science teacher questionnaire variables: N1HISP, N1WHITE, N1BLACK, N1ASIAN, N1PACISLE, and N1AMINDIAN. If the student indicated that he or she was not taking a fall science class, this variable is set to -7.

Code	Value Label	Frequency	Percentage
2	Asian, non-Hispanic	322	1.50
3	Black/African-American, non-Hispanic	619	2.89
4	Hispanic, no race specified	31	0.14
5	Hispanic, race specified	489	2.28
6	More than one race, non-Hispanic	275	1.28
8	White, non-Hispanic	12810	59.74
9	Other, non-Hispanic	28	0.13
-7	Item legitimate skip/NA	1340	6.25
-8	Unit non-response/component not applicable	5475	25.53
-9	Missing	55	0.26
TOTALS		21444	100.00

Variable Name: X1TSCERT

Position: 426 - 427, Format: N2.

Variable Label: X1 Science teacher's science teaching certification

Comment: High school and middle school not distinguished for probationary certification and emergency/temporary/waiver certification on the public use file.

Variable Description:

- Characterizes the science teacher's base year science teaching certification status by grade level and type of certification. "Probationary certifications" refer to certificates issued after satisfying all requirements except the completion of a probationary teaching period; "emergency/temporary/waiver certifications" refer to either: certificates that require some additional coursework or passing a test, or certificates issued to persons who must complete a certification program in order to continue teaching (see also N1CERTTYPE). If the student indicated that he or she was not taking a fall science class, this variable is set to -7.

Code	Value Label	Frequency	Percentage

0	No science teaching certification	976	4.55
1	Regular certification; includes high school	11719	54.65
2	Regular certification; elementary or middle school only	86	0.40
3	Probationary certification; elem thru HS	604	2.82
5	Emergency/temporary/waiver certification; elem thru HS	1135	5.29
-7	Item legitimate skip/NA	1340	6.25
-8	Unit non-response/component not applicable	5475	25.53
-9	Missing	109	0.51
TOTALS		21444	100.00

Variable Name: X1TSCOMM

Position: 428 - 432, Format: N5.2

Variable Label: X1 Scale of science teacher's perceptions of science professional learning community

Variable Description:

- This variable is a scale of the base year science teacher's perceptions of a professional learning community among science teachers at his/her school; higher X1TSCOMM values represent perceptions of a greater professional learning community. Variable was created through principal components factor analysis (weighted by W1SCITCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were N1SHRIDEAS, N1WORKSHOP, N1SHRSTWRK, N1SHRLESSONS, N1SHRBELIEFS, N1SHRMTHDS, N1SHRELL, N1SHRAPPRCH, N1SHRCONTENT, N1EFFECTIVE, N1MENTOR, and N1CHAIR. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.96 - 1.69	12491	58.25
-7	Item legitimate skip/NA	1340	6.25
-8	Unit non-response/component not applicable	5475	25.53
-9	Missing	2138	9.97
TOTALS		21444	100.00

Variable Name: X1TSEFF

Position: 433 - 437, Format: N5.2

Variable Label: X1 Scale of science teacher's self-efficacy

Variable Description:

- This variable is a scale of the base year science teacher's self-efficacy; higher values represent greater self-efficacy. Variable was created through principal components factor analysis (weighted by W1SCITCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were N1FAMILY, N1DISCIPLINE, N1STUACHIEVE, N1PARENT, N1RETAIN, N1REDIRECT, N1GETTHRU, and N1HOMEFX. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.07 - 3.17	12862	59.98
-7	Item legitimate skip/NA	1340	6.25
-8	Unit non-response/component not applicable	5475	25.53
-9	Missing	1767	8.24
TOTALS		21444	100.00

Variable Name: X1TSEXP

Position: 438 - 442, Format: N5.2

Variable Label: X1 Scale of science teacher's perceptions of science teachers expectations

Variable Description:

- This variable is a scale of the base year science teacher's perceptions of teacher expectations at his/her school; higher X1TSEXP values represent higher perceived expectations. Variable was created through principal components factor analysis (weighted by W1SCITCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were N1TEACHING, N1LEARNING, N1BELIEVE, N1CLEARGOALS, N1GIVEUP, N1CARE, N1EXPECT, and N1WORKHARD. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-4.94 - 1.37	13190	61.51
-7	Item legitimate skip/NA	1340	6.25
-8	Unit non-response/component not applicable	5475	25.53
-9	Missing	1439	6.71
TOTALS		21444	100.00

Variable Name: X1TSPRINC

Position: 443 - 447, Format: N5.2

Variable Label: X1 Scale of science teacher's perceptions of principal support

Variable Description:

- This variable is a scale of the base year science teacher's perceptions of support from his/her school's principal; higher values represent greater perceived support. Variable was created through principal components factor analysis (weighted by W1SCITCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were N1PRESSURES, N1POORJOBRES, N1PSETSPRIO, N1PSCHVISION, N1PCOMEXP, N1PINNOVATE, and N1PCONSULTS. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.36 - 1.48	12732	59.37

-7	Item legitimate skip/NA	1340	6.25
-8	Unit non-response/component not applicable	5475	25.53
-9	Missing	1897	8.85
TOTALS		21444	100.00

Variable Name: X1TSRESP

Position: 448 - 452, Format: N5.2

Variable Label: X1 Scale of science teacher's perceptions of collective responsibility

Variable Description:

- This variable is a scale of the base year science teacher's perceptions of collective responsibility among his/her school's teachers; higher values represent greater perceived collective responsibility. Variable was created through principal components factor analysis (weighted by W1SCITCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were N1TSCHDISC, N1TIMPROVE, N1TSETSTDS, N1TSELFDEV, N1THELPBEST, N1TALLLEARN, and N1TFAIL. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-4.21 - 1.92	12936	60.32
-7	Item legitimate skip/NA	1340	6.25
-8	Unit non-response/component not applicable	5475	25.53
-9	Missing	1693	7.89
TOTALS		21444	100.00

Variable Name: X1CONTROL

Position: 453 - 454, Format: N2.

Variable Label: X1 School control

Comment: Catholic and other private recoded as one category on the public use file.

Variable Description:

- X1CONTROL identifies the sample member's base year school as being a Public, Catholic, or Other Private School, as indicated in the source data for sampling: the Common Core of Data (CCD) 2007-2008 and the Private School Survey (PSS) 2007-2008.

Code	Value Label	Frequency	Percentage
1	Public	17511	81.66
2	Catholic or other private	3933	18.34
TOTALS		21444	100.00

Variable Name: X1LOCALE

Position: 455 - 456, Format: N2.

Variable Label: X1 School locale (urbanicity)

Variable Description:

- X1LOCALE characterizes the locale (urbanicity) of the sample member's base year school as either City, Suburb, Town, or Rural, as indicated in the source data for sampling: the Common Core of Data (CCD) 2007-2008 and the Private School Survey (PSS) 2007-2008.

Code	Value Label	Frequency	Percentage
1	City	6067	28.29
2	Suburb	7636	35.61
3	Town	2580	12.03
4	Rural	5161	24.07
TOTALS		21444	100.00

Variable Name: X1REGION

Position: 457 - 458, Format: N2.

Variable Label: X1 School geographic region

Variable Description:

- X1REGION identifies the geographic region of the sample member's base year school, as indicated in the source data for sampling: the Common Core of Data (CCD) 2007-2008 and the Private School Survey (PSS) 2007-2008.

Code	Value Label	Frequency	Percentage
1	Northeast	3331	15.53
2	Midwest	5695	26.56
3	South	8705	40.59
4	West	3713	17.31
TOTALS		21444	100.00

Variable Name: X1CENDIV

Position: 459 - 460, Format: N2.

Variable Label: X1 School census geographic division

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1CENDIV identifies the census geographic division of the sample member's base year school, as indicated in the source data for sampling: the Common Core of Data (CCD) 2007-2008 and the Private School Survey (PSS) 2007-2008.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00

TOTALS		21444	100.00

Variable Name: X1STATESAMPL

Position: 461 - 462, Format: N2.

Variable Label: X1 State level public school sample membership

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1STATE indicates whether or not the school is part of a state-representative public school sample, and if so, which particular state-representative public school sample the school is a part of.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1STATE

Position: 463 - 464, Format: N2.

Variable Label: X1 State code for school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1STATE is the FIPS code for the school state

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1GRADESPAN

Position: 465 - 466, Format: N2.

Variable Label: X1 Grade span of school-administrator questionnaire

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- This variable reflects the school administrator's indication as to whether the lowest grade level offered at the sample member's base year school was Pre-K though 5th grade, 6th through 8th grade, or 9th grade.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1FREELUNCH

Position: 467 - 468, Format: N2.

Variable Label: X1 Grade 9 percent free lunch-categorical

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1FREELUNCH. This variable indicates the percentage of students enrolled in the school who receive free or reduced price lunch.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1REPEAT9TH

Position: 469 - 470, Format: N2.

Variable Label: X1 Percent of 9th graders repeating 9th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1REPEATG9. This variable indicates the percentage of students enrolled in the school who are repeating 9th grade.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SCHAMIND

Position: 471 - 472, Format: N2.

Variable Label: X1 Percent of students in school that are American Indian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1AMINDIANST. This variable indicates the percentage of students enrolled in the school who are identified as American Indian or Alaskan Native.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SCHASIAN

Position: 473 - 474, Format: N2.

Variable Label: X1 Percent of students in school that are Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1ASIANSTU. This variable indicates the percentage of students enrolled in the school who are identified as Asian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SCHBLACK

Position: 475 - 476, Format: N2.

Variable Label: X1 Percent of students in school that are Black

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1BLACKSTU. This variable indicates the percentage of students enrolled in the school who are identified as Black or African American.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SCHHISP

Position: 477 - 478, Format: N2.

Variable Label: X1 Percent of students in school that are Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1HISPSTU. This variable indicates the percentage of students enrolled in the school who are identified as Hispanic.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SCHWHITE

Position: 479 - 480, Format: N2.

Variable Label: X1 Percent of students in school that are White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1WHITESTU. This variable indicates the percentage of students enrolled in the school who are identified as White or Caucasian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SCHOOLCLI

Position: 481 - 485, Format: N5.2

Variable Label: X1 Scale of administrator's assessment of school climate

Variable Description:

- This variable is a scale of the administrator's assessment of his/her school's climate. Higher values represent more positive assessments of the school's climate (i.e. fewer problems are indicated). Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were A1CONFLICT, A1ROBBERY, A1VANDALISM, A1DRUGUSE, A1ALCOHOL, A1DRUGSALE, A1WEAPONS, A1PHYSABUSE, A1TENSION, A1BULLY, A1VERBAL, A1MISBEHAVE, A1DISRESPECT, and A1GANG. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-4.22 - 1.97	17140	79.93
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	3161	14.74
TOTALS		21444	100.00

Variable Name: X1COUPERTEA

Position: 486 - 490, Format: N5.2

Variable Label: X1 Scale of counselor's perceptions of teacher expectations

Variable Description:

- This variable is a scale of the school counselor's perceptions of the teaching staff's expectations. Higher values represent more positive assessments of the teaching staff's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were C1TTEACHING, C1TLEARNING, C1TBELIEVE, C1TWORKHARD, C1TGIVEUP, C1TCARE, and C1TEXPECT. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage

C	-4.92 - 1.56	19002	88.61
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	503	2.35
TOTALS		21444	100.00

Variable Name: X1COUPERCOU

Position: 491 - 495, Format: N5.2

Variable Label: X1 Scale of counselor's perceptions of counselor expectations

Variable Description:

- This variable is a scale of the school counselor's perceptions of the counseling staff's expectations. Higher values represent more positive assessments of the counseling staff's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were C1CLEARNING, C1CBELIEVE, C1CWORKHARD, C1CGIVEUP, C1CCARE, and C1CEXPECT. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-6.43 - 1.15	19116	89.14
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	389	1.81
TOTALS		21444	100.00

Variable Name: X1COUPERPRI

Position: 496 - 500, Format: N5.2

Variable Label: X1 Scale of counselor's perceptions of principal's expectations

Variable Description:

- This variable is a scale of the school counselor's perceptions of the school principal's expectations. Higher values represent more positive assessments of the principal's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were C1PLEARNING, C1PBELIEVE, C1PWORKHARD, C1PGIVEUP, C1PCARE, and C1PEXPECT. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-5.51 - 1.1	18612	86.79
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	893	4.16
TOTALS		21444	100.00

Variable Name: X1AQSTAT

Position: 501 - 502, Format: N2.

Variable Label: X1 administrator questionnaire status

Variable Description:

- X1AQSTAT indicates whether a complete base year administrator interview is available on the data file; X1AQSTAT also indicates the mode of the base year administrator interview, and whether the administrator responded to a full-length or abbreviated interview. For an explanation of a responding case, please see chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Self-administered standard form	17024	79.39
2	CATI standard form	1525	7.11
3	Web self-administered abbreviated form	1104	5.15
4	CATI abbreviated form	648	3.02
8	Non-respondent	1143	5.33
TOTALS		21444	100.00

Variable Name: X1AQDATE

Position: 503 - 508, Format: A6

Variable Label: X1 administrator questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the school administrator responded to the base year administrator questionnaire.

Code	Value Label	Frequency	Percentage
Alph	Alpha	20301	94.67
-8	Unit non-response/component not applicable	1143	5.33
TOTALS		21444	100.00

Variable Name: X1AQDESIGNEE

Position: 509 - 510, Format: N2.

Variable Label: X1 administrator questionnaire designee respondent (designee resp v. no designee)

Variable Description:

- Indicates whether an adminstrator designee completed the applicable portion of the administrator questionnaire. An administrator designee was allowed to complete all sections of the administrator questionnaire except for the "Goals and Background" section (i.e. administrator questionnaire variables with a variable label prefix of "A1 Exxx"), which was the administrator was required to complete him/herself.

Code	Value Label	Frequency	Percentage
0	Designee did not complete applicable portion	19489	90.88
1	Designee completed applicable portion	812	3.79

8	Non-respondent (no administrator survey data)	1143	5.33
TOTALS		21444	100.00

Variable Name: X1CQSTAT

Position: 511 - 512, Format: N2.

Variable Label: X1 counselor questionnaire status

Variable Description:

- X1CQSTAT indicates whether a complete base year counselor interview is available on the data file; X1CQSTAT also indicates the mode of the base year counselor interview. For an explanation of a responding case, please see chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Self-administered standard form	17956	83.73
2	CATI standard form	1549	7.22
8	Non-respondent	1939	9.04
TOTALS		21444	100.00

Variable Name: X1CQDATE

Position: 513 - 518, Format: A6

Variable Label: X1 counselor questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the school counselor responded to the base year counselor questionnaire.

Code	Value Label	Frequency	Percentage
Alph	Alpha	19505	90.96
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: S1SEX

Position: 519 - 520, Format: N2.

Variable Label: S1 A01 9th grader's sex

Variable Description:

- What is your sex?

Male

Female

Code	Value Label	Frequency	Percentage
1	Male	10862	50.65
2	Female	10557	49.23

-9	Missing	25	0.12
TOTALS		21444	100.00

Variable Name: S1HISPANIC

Position: 521 - 522, Format: N2.

Variable Label: S1 A02 9th grader is Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you Hispanic or [Latino/Latina]?

Yes

No

Note: Question wording was customized in the survey instrument such that "Latino" or "Latina" was conditionally displayed based on student-indicated gender.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1HISPOR

Position: 523 - 524, Format: N2.

Variable Label: S1 A03 9th grader's Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following are you?

Mexican, Mexican-American, Chicano

Cuban

Dominican

Puerto Rican

Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran

South American such as Colombian, Argentine, or Peruvian

Other Hispanic or other Latino or Latina

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1WHITE

Position: 525 - 526, Format: N2.

Variable Label: S1 A04A 9th grader is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1BLACK

Position: 527 - 528, Format: N2.

Variable Label: S1 A04B 9th grader is Black/African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1ASIAN

Position: 529 - 530, Format: N2.

Variable Label: S1 A04C 9th grader is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1PACISLE

Position: 531 - 532, Format: N2.

Variable Label: S1 A04D 9th grader is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1AMINDIAN

Position: 533 - 534, Format: N2.

Variable Label: S1 A04E 9th grader is American Indian or Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1ASIANOR

Position: 535 - 536, Format: N2.

Variable Label: S1 A05 9th grader's Asian origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which one of the following are you?

Chinese

Filipino

Southeast Asian such as Vietnamese or Thai

South Asian such as Indian or Sri Lankan

Other Asian such as Korean or Japanese

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1BIRTHMON

Position: 537 - 538, Format: N2.

Variable Label: S1 A06A 9th grader's month of birth

Variable Description:

- What is your birth date?

January

February

March

April

May

June

July

August

September

October

November

December

Code	Value Label	Frequency	Percentage
1	January	1763	8.22
2	February	1598	7.45
3	March	1837	8.57
4	April	1644	7.67
5	May	1813	8.45
6	June	1826	8.52
7	July	1805	8.42
8	August	2006	9.35
9	September	1836	8.56
10	October	1807	8.43
11	November	1766	8.24
12	December	1705	7.95
-9	Missing	38	0.18
TOTALS		21444	100.00

Variable Name: S1BIRTHYR

Position: 539 - 540, Format: N2.

Variable Label: S1 A06C 9th grader's year of birth

Comment: Years earlier than 1992 recoded to 1992 or earlier and years later than 1996 recoded to 1996 or later on the public use file.

Variable Description:

- What is your year of birth?

Code	Value Label	Frequency	Percentage
3	1992 or earlier	183	0.85
4	1993	967	4.51
5	1994	8105	37.80
6	1995	12048	56.18
7	1996 or later	100	0.47
-9	Missing	41	0.19
TOTALS		21444	100.00

Variable Name: S1LANG1ST

Position: 541 - 542, Format: N2.

Variable Label: S1 A07 First language 9th grader learned to speak is English, Spanish, or other

Variable Description:

- What was the first language you learned to speak when you were a child? Was it...

English

Spanish

Another language

English and Spanish equally or

English and another language equally?

Code	Value Label	Frequency	Percentage
1	English	17863	83.30
2	Spanish	1180	5.50
3	Another language	1021	4.76
4	English and Spanish equally	659	3.07
5	English and another language equally	696	3.25
-9	Missing	25	0.12
TOTALS		21444	100.00

Variable Name: S1LANG1STOS

Position: 543 - 544, Format: N2.

Variable Label: S1 A08 Non-English language 9th grader first learned to speak as a child

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the [other] language you first learned to speak?

A European language, such as French, German, or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese or Thai

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi, or

Another language

Note: "Other" was displayed in question wording if respondent indicated their first language was "English and another language equally".

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1LANGMOM

Position: 545 - 546, Format: N2.

Variable Label: S1 A09 How often 9th grader speaks first language with mother/female guardian

Comment: "No mother/female guardian in household" recoded as "Missing" on the public use file.

Variable Description:

- How often do you speak [this language] with your mother or female guardian at home?

Never

Sometimes

About half the time

Most of the time

Always

No mother or female guardian in your household

Note: Question wording was customized in the survey instrument such that the respondent's first language was displayed in place of "this language".

Code	Value Label	Frequency	Percentage
1	Never	223	1.04
2	Sometimes	673	3.14
3	About half the time	565	2.63
4	Most of the time	882	4.11
5	Always	1123	5.24

-7	Item legitimate skip/NA	17932	83.62
-9	Missing	46	0.21
TOTALS		21444	100.00

Variable Name: S1LANGFRIEND

Position: 547 - 548, Format: N2.

Variable Label: S1 A10 How often 9th grader speaks first language with friends

Variable Description:

- How often do you speak [this language] with your friends?

Never

Sometimes

About half the time

Most of the time

Always

Note: Question wording was customized in the survey instrument such that the respondent's first language was displayed in place of "this language".

Code	Value Label	Frequency	Percentage
1	Never	1073	5.00
2	Sometimes	1567	7.31
3	About half the time	485	2.26
4	Most of the time	258	1.20
5	Always	146	0.68
-7	Item legitimate skip/NA	17863	83.30
-9	Missing	52	0.24
TOTALS		21444	100.00

Variable Name: S1GRD0809

Position: 549 - 550, Format: N2.

Variable Label: S1 B01 Grade 9th grader was in last year (2008-09)

Variable Description:

- What grade were you in last school year (2008-2009)?

7th Grade

8th Grade

9th Grade

You were in an ungraded program

Code	Value Label	Frequency	Percentage
1	7th Grade	64	0.30

2	8th Grade	20178	94.10
3	9th Grade	1124	5.24
4	In an ungraded program	61	0.28
-9	Missing	17	0.08
TOTALS		21444	100.00

Variable Name: S1SCH0809

Position: 551 - 552, Format: N2.

Variable Label: S1 B02 Whether 9th grader attended a different school last year (2008-09)

Variable Description:

- During the last school year (2008-2009), did you attend [current school] or did you attend a different school?

[Current school]

Different school

You were homeschooled

Note: Question/response wording was customized in the survey instrument such that the respondent's current school name was displayed in place of "current school".

Code	Value Label	Frequency	Percentage
1	HS the student is currently attending	4840	22.57
2	Different school	16319	76.10
3	Homeschooled	190	0.89
-9	Missing	95	0.44
TOTALS		21444	100.00

Variable Name: S1MCLUB

Position: 553 - 554, Format: N2.

Variable Label: S1 B04A 9th grader participated in math club since start of 08-09 school year

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

Code	Value Label	Frequency	Percentage

0	No	20406	95.16
1	Yes	670	3.12
-9	Missing	368	1.72
TOTALS		21444	100.00

Variable Name: S1MCOMPETE

Position: 555 - 556, Format: N2.

Variable Label: S1 B04B 9th grader participated in math competition since start of 08-09 year

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

Code	Value Label	Frequency	Percentage
0	No	20202	94.21
1	Yes	874	4.08
-9	Missing	368	1.72
TOTALS		21444	100.00

Variable Name: S1MCAMP

Position: 557 - 558, Format: N2.

Variable Label: S1 B04C 9th grader participated in math camp since start of 08-09 school year

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

Code	Value Label	Frequency	Percentage
0	No	20953	97.71
1	Yes	123	0.57
-9	Missing	368	1.72
TOTALS		21444	100.00

Variable Name: S1MTUTOR

Position: 559 - 560, Format: N2.

Variable Label: S1 B04D 9th grader participated in math study group/tutoring since start 08-09

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

Code	Value Label	Frequency	Percentage
0	No	19939	92.98
1	Yes	1137	5.30
-9	Missing	368	1.72
TOTALS		21444	100.00

Variable Name: S1SCLUB

Position: 561 - 562, Format: N2.

Variable Label: S1 B04E 9th grader participated in science club since start of 08-09 school year

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

Code	Value Label	Frequency	Percentage
0	No	20583	95.98
1	Yes	493	2.30
-9	Missing	368	1.72
TOTALS		21444	100.00

Variable Name: S1SCOMPETE

Position: 563 - 564, Format: N2.

Variable Label: S1 B04F 9th grader participated in science competition since start of 08-09 year

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

Code	Value Label	Frequency	Percentage
0	No	20234	94.36
1	Yes	842	3.93
-9	Missing	368	1.72

TOTALS		21444	100.00

Variable Name: S1SCAMP

Position: 565 - 566, Format: N2.

Variable Label: S1 B04G 9th grader participated in science camp since start of 08-09 school year

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

Code	Value Label	Frequency	Percentage
0	No	20871	97.33
1	Yes	205	0.96
-9	Missing	368	1.72
TOTALS		21444	100.00

Variable Name: S1STUTOR

Position: 567 - 568, Format: N2.

Variable Label: S1 B04H 9th grader participated in science study group/tutor since start 08-09

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

Code	Value Label	Frequency	Percentage
0	No	20694	96.50
1	Yes	382	1.78

-9	Missing	368	1.72
TOTALS		21444	100.00

Variable Name: S1NOMSACT

Position: 569 - 570, Format: N2.

Variable Label: S1 B04I 9th grader did not participate in any math/science activities listed

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

Code	Value Label	Frequency	Percentage
0	No	3068	14.31
1	Yes	18008	83.98
-9	Missing	368	1.72
TOTALS		21444	100.00

Variable Name: S1SBOOKS

Position: 571 - 572, Format: N2.

Variable Label: S1 B05A How often read science books/magazines since start of 08-09 school year

Variable Description:

- Since the beginning of the last school year (2008-2009), how often have you done the following science activities?

Read science books and magazines

Never

Rarely

Sometimes

Often

Code	Value Label	Frequency	Percentage
1	Never	5120	23.88
2	Rarely	6906	32.20
3	Sometimes	6612	30.83
4	Often	2547	11.88

-9	Missing	259	1.21
TOTALS		21444	100.00

Variable Name: S1WEBINFO

Position: 573 - 574, Format: N2.

Variable Label: S1 B05B How often used web for computer technology information since start 08-09

Variable Description:

- Since the beginning of the last school year (2008-2009), how often have you done the following science activities?

Accessed web sites for computer technology information

Never

Rarely

Sometimes

Often

Code	Value Label	Frequency	Percentage
1	Never	5695	26.56
2	Rarely	5945	27.72
3	Sometimes	6386	29.78
4	Often	3086	14.39
-9	Missing	332	1.55
TOTALS		21444	100.00

Variable Name: S1SMUSEUM

Position: 575 - 576, Format: N2.

Variable Label: S1 B05C How often visited science museum/planetarium since start of 08-09 year

Variable Description:

- Since the beginning of the last school year (2008-2009), how often have you done the following science activities?

Visited a science museum, planetarium or environmental center

Never

Rarely

Sometimes

Often

Code	Value Label	Frequency	Percentage
1	Never	8153	38.02
2	Rarely	7971	37.17
3	Sometimes	4285	19.98
4	Often	754	3.52
-9	Missing	281	1.31

TOTALS		21444	100.00

Variable Name: S1M8

Position: 577 - 578, Format: N2.

Variable Label: S1 B06 Most advanced math course taken by 9th grader in the 8th grade

Comment: "Other adv math course, pre-calculus" recoded as "Other math course" on the public use file.

Variable Description:

- What math course did you take in the 8th grade? If you took more than one math course, please choose your most advanced or most difficult course.

Math 8

Advanced or Honors Math 8 not including Algebra

Pre-algebra

Algebra I including IA and IB

Algebra II or Trigonometry

Geometry

Integrated Math

Other advanced math course such as pre-calculus or calculus

Other math

Code	Value Label	Frequency	Percentage
1	Math 8	4239	19.77
2	Advanced or Honors Math 8	439	2.05
3	Pre-algebra	7576	35.33
4	Algebra I including IA and IB	6675	31.13
5	Algebra II or Trigonometry	225	1.05
6	Geometry	756	3.53
7	Integrated Math	337	1.57
9	Other math course	910	4.24
-7	Item legitimate skip/NA	125	0.58
-9	Missing	162	0.76
TOTALS		21444	100.00

Variable Name: S1M8GRADE

Position: 579 - 580, Format: N2.

Variable Label: S1 B07 Final grade in 9th grader's most advanced 8th grade math course

Variable Description:

- What was your final grade in this math course?

(If your school uses numerical grades only, please answer in terms of the letter equivalent. If you don't know the equivalent, assume that...

90 to 100 is an "A", 80 to 89 is a "B", 70 to 79 is a "C", 60 to 69 is a "D", and anything less than 60 is "below D")

A

B

C

D

Below D

Your class was not graded

Code	Value Label	Frequency	Percentage
1	A	7732	36.06
2	B	7815	36.44
3	C	3678	17.15
4	D	1029	4.80
5	Below D	570	2.66
6	Class was not graded	168	0.78
-7	Item legitimate skip/NA	125	0.58
-9	Missing	327	1.52
TOTALS		21444	100.00

Variable Name: S1S8

Position: 581 - 582, Format: N2.

Variable Label: S1 B08 Most advanced science course taken by student in the 8th grade

Comment: "Principles of technology" recoded as "Other science course" on the public use file.

Variable Description:

- What science course did you take in the 8th grade? If you took more than one science course, please choose your most advanced or most difficult course.

Science 8

General Science or General Science 8

Biology

Life science

Pre-AP or pre-IB Biology

Chemistry

Earth Science

Environmental Science

Integrated Science

Principles of Technology

Physical Science

Physics

Other science course

Code	Value Label	Frequency	Percentage
1	Biology	515	2.40
2	Life science	2070	9.65
3	Pre-AP or pre-IB Biology	130	0.61
4	Chemistry	252	1.18
5	Earth Science	3208	14.96
6	Environmental Science	323	1.51
7	Integrated Science	280	1.31
8	General Science or General Science 8	1735	8.09
9	Science 8	8164	38.07
11	Physical Science	2886	13.46
12	Physics	228	1.06
13	Other science course	1123	5.24
-7	Item legitimate skip/NA	125	0.58
-9	Missing	405	1.89
TOTALS		21444	100.00

Variable Name: S1S8GRADE

Position: 583 - 584, Format: N2.

Variable Label: S1 B09 Final grade in 9th grader's most advanced 8th grade science course

Variable Description:

- What was your final grade in this science course?

(If your school uses numerical grades only, please answer in terms of the letter equivalent. If you don't know the equivalent, assume that...

90 to 100 is an "A", 80 to 89 is a "B", 70 to 79 is a "C", 60 to 69 is a "D", and anything less than 60 is "below D")

A

B

C

D

Below D

Your class was not graded

Code	Value Label	Frequency	Percentage
1	A	8465	39.47
2	B	7382	34.42
3	C	3489	16.27
4	D	836	3.90
5	Below D	368	1.72
6	Class was not graded	186	0.87
-7	Item legitimate skip/NA	125	0.58
-9	Missing	593	2.77
TOTALS		21444	100.00

Variable Name: S1MPERSON1

Position: 585 - 586, Format: N2.

Variable Label: S1 C01A 9th grader sees himself/herself as a math person

Variable Description:

- How much do you agree or disagree with the following statements?

You see yourself as a math person

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	3276	15.28
2	Agree	8035	37.47

3	Disagree	6419	29.93
4	Strongly disagree	3617	16.87
-9	Missing	97	0.45
TOTALS		21444	100.00

Variable Name: S1MPERSON2

Position: 587 - 588, Format: N2.

Variable Label: S1 C01B Others see 9th grader as a math person

Variable Description:

- How much do you agree or disagree with the following statements?

Others see you as a math person

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	2911	13.57
2	Agree	8547	39.86
3	Disagree	6508	30.35
4	Strongly disagree	3217	15.00
-9	Missing	261	1.22
TOTALS		21444	100.00

Variable Name: S1MUNDERST

Position: 589 - 590, Format: N2.

Variable Label: S1 C02 How often 9th grader thinks he/she really understands math assignments

Variable Description:

- When you are working on a math assignment, how often do you think you really understand the assignment?

Never

Rarely

Sometimes

Often

Code	Value Label	Frequency	Percentage
1	Never	440	2.05
2	Rarely	1679	7.83
3	Sometimes	7447	34.73
4	Often	11775	54.91

-9	Missing	103	0.48
TOTALS		21444	100.00

Variable Name: S1MFALL09

Position: 591 - 592, Format: N2.

Variable Label: S1 C03 9th grader is taking a math course in the fall 2009 term

Variable Description:

- Are you currently taking a math course this fall?

[Were you taking a math course in the fall of 2009?]

Yes

No

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	2113	9.85
1	Yes	19161	89.35
-9	Missing	170	0.79
TOTALS		21444	100.00

Variable Name: S1ALG1M09

Position: 593 - 594, Format: N2.

Variable Label: S1 C04A 9th grader is taking Algebra I (including IA and IB) in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage

0	No	8309	38.75
1	Yes	10822	50.47
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	200	0.93
TOTALS		21444	100.00

Variable Name: S1GEOM09

Position: 595 - 596, Format: N2.

Variable Label: S1 C04B 9th grader is taking Geometry in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	14516	67.69
1	Yes	4615	21.52
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	200	0.93
TOTALS		21444	100.00

Variable Name: S1ALG2M09

Position: 597 - 598, Format: N2.

Variable Label: S1 C04C 9th grader is taking Algebra II in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17648	82.30
1	Yes	1483	6.92
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	200	0.93
TOTALS		21444	100.00

Variable Name: S1TRIGM09

Position: 599 - 600, Format: N2.

Variable Label: S1 C04D 9th grader is taking Trigonometry in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	19035	88.77
1	Yes	96	0.45
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	200	0.93
TOTALS		21444	100.00

Variable Name: S1REVM09

Position: 601 - 602, Format: N2.

Variable Label: S1 C04E 9th grader is taking Review or Remedial Math in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	19001	88.61
1	Yes	130	0.61
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	200	0.93
TOTALS		21444	100.00

Variable Name: S1INTGM109

Position: 603 - 604, Format: N2.

Variable Label: S1 C04F 9th grader is taking Integrated Math I in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	18538	86.45
1	Yes	593	2.77
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	200	0.93
TOTALS		21444	100.00

Variable Name: S1STATSM09

Position: 605 - 606, Format: N2.

Variable Label: S1 C04G 9th grader is taking Statistics or Probability in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	19080	88.98
1	Yes	51	0.24
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	200	0.93
TOTALS		21444	100.00

Variable Name: S1INTGM209

Position: 607 - 608, Format: N2.

Variable Label: S1 C04H 9th grader is taking Integrated Math II or above in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	18999	88.60
1	Yes	132	0.62
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	200	0.93
TOTALS		21444	100.00

Variable Name: S1PREALGM09

Position: 609 - 610, Format: N2.

Variable Label: S1 C04I 9th grader is taking Pre-algebra in the fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17974	83.82
1	Yes	1157	5.40
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	200	0.93
TOTALS		21444	100.00

Variable Name: S1ANGEOM09

Position: 611 - 612, Format: N2.

Variable Label: S1 C04J 9th grader is taking Analytic Geometry in the fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	19095	89.05
1	Yes	36	0.17
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	200	0.93
TOTALS		21444	100.00

Variable Name: S1ADVM09

Position: 613 - 614, Format: N2.

Variable Label: S1 C04K 9th grader is taking other advanced math course in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	19040	88.79
1	Yes	91	0.42
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	200	0.93
TOTALS		21444	100.00

Variable Name: S1OTHM09

Position: 615 - 616, Format: N2.

Variable Label: S1 C04L 9th grader is taking other math course in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	18112	84.46
1	Yes	1019	4.75
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	200	0.93
TOTALS		21444	100.00

Variable Name: S1MENJOYS

Position: 617 - 618, Format: N2.

Variable Label: S1 C05A 9th grader is taking fall 2009 math b/c he/she really enjoys math

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that appply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	15631	72.89
1	Yes	3391	15.81
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1MCHALLENGE

Position: 619 - 620, Format: N2.

Variable Label: S1 C05B 9th grader is taking fall 2009 math b/c he/she likes to be challenged

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that appply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	15658	73.02
1	Yes	3364	15.69
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1MHSREQ

Position: 621 - 622, Format: N2.

Variable Label: S1 C05C 9th grader is taking fall 2009 math b/c it is a school requirement

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that appply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	11608	54.13
1	Yes	7414	34.57
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1MCOUNSEL

Position: 623 - 624, Format: N2.

Variable Label: S1 C05D 9th grader is taking fall 2009 math b/c school counselor suggested it

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that appply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	17238	80.39
1	Yes	1784	8.32
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1MPARENT

Position: 625 - 626, Format: N2.

Variable Label: S1 C05E 9th grader is taking fall 2009 math b/c parent(s) encouraged it

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that appply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	16143	75.28
1	Yes	2879	13.43
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1MTEACHER

Position: 627 - 628, Format: N2.

Variable Label: S1 C05F 9th grader is taking fall 2009 math b/c teacher encouraged it

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that appply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	16518	77.03
1	Yes	2504	11.68
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1MNOOTHR

Position: 629 - 630, Format: N2.

Variable Label: S1 C05G 9th grader is taking fall 2009 math b/c no other math offered

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that appply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	18133	84.56
1	Yes	889	4.15
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1MCLGADM

Position: 631 - 632, Format: N2.

Variable Label: S1 C05H 9th grader is taking fall 2009 math b/c needs it to get into college

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that appply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	14156	66.01
1	Yes	4866	22.69
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1MCLGSUCC

Position: 633 - 634, Format: N2.

Variable Label: S1 C05I 9th grader is taking fall 2009 math b/c needs it to succeed in college

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that appply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	14545	67.83
1	Yes	4477	20.88
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1MCAREER

Position: 635 - 636, Format: N2.

Variable Label: S1 C05J 9th grader is taking fall 2009 math b/c needs it for career

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that appply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	15780	73.59
1	Yes	3242	15.12
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1MASSIGNED

Position: 637 - 638, Format: N2.

Variable Label: S1 C05K 9th grader is taking fall 2009 math b/c it was assigned

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that appply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	10658	49.70
1	Yes	8364	39.00
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1MOTHREASN

Position: 639 - 640, Format: N2.

Variable Label: S1 C05L 9th grader is taking fall 2009 math for some other reason

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that appply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	17634	82.23
1	Yes	1388	6.47
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1MNOREASON

Position: 641 - 642, Format: N2.

Variable Label: S1 C05M 9th grader does not know why he/she is taking fall 2009 math course

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that appply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	18350	85.57
1	Yes	672	3.13
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1MENJOYING

Position: 643 - 644, Format: N2.

Variable Label: S1 C06A 9th grader is enjoying fall 2009 math course very much

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You are enjoying this class very much

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	3362	15.68
2	Agree	9321	43.47
3	Disagree	4855	22.64
4	Strongly disagree	1542	7.19
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	251	1.17
TOTALS		21444	100.00

Variable Name: S1MWASTE

Position: 645 - 646, Format: N2.

Variable Label: S1 C06B 9th grader thinks fall 2009 math course is a waste of time

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You think this class is a waste of your time

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage

1	Strongly agree	875	4.08
2	Agree	1994	9.30
3	Disagree	9391	43.79
4	Strongly disagree	6770	31.57
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	301	1.40
TOTALS		21444	100.00

Variable Name: S1MBORING

Position: 647 - 648, Format: N2.

Variable Label: S1 C06C 9th grader thinks fall 2009 math course is boring

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You think this class is boring

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	2155	10.05
2	Agree	5521	25.75
3	Disagree	8111	37.82
4	Strongly disagree	3234	15.08
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	310	1.45
TOTALS		21444	100.00

Variable Name: S1MUSELIFE

Position: 649 - 650, Format: N2.

Variable Label: S1 C07A 9th grader thinks fall 2009 math course is useful for everyday life

Variable Description:

- How much do you agree or disagree with the following statements about the usefulness of your [fall 2009 math] course? What students learn in this course...

is useful for everyday life.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	4293	20.02
2	Agree	9071	42.30
3	Disagree	4455	20.78
4	Strongly disagree	1108	5.17
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	404	1.88
TOTALS		21444	100.00

Variable Name: S1MUSECLG

Position: 651 - 652, Format: N2.

Variable Label: S1 C07B 9th grader thinks fall 2009 math course will be useful for college

Variable Description:

- How much do you agree or disagree with the following statements about the usefulness of your [fall 2009 math] course? What students learn in this course...

will be useful for college.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	9101	42.44
2	Agree	8925	41.62
3	Disagree	655	3.05
4	Strongly disagree	250	1.17
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	400	1.87
TOTALS		21444	100.00

Variable Name: S1MUSEJOB

Position: 653 - 654, Format: N2.

Variable Label: S1 C07C 9th grader thinks fall 2009 math course is useful for future career

Variable Description:

- How much do you agree or disagree with the following statements about the usefulness of your [fall 2009 math] course? What students learn in this course...

will be useful for a future career.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	6632	30.93
2	Agree	9087	42.38
3	Disagree	2408	11.23
4	Strongly disagree	737	3.44
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	467	2.18
TOTALS		21444	100.00

Variable Name: S1MTESTS

Position: 655 - 656, Format: N2.

Variable Label: S1 C08A 9th grader confident can do excellent job on fall 2009 math tests

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You are confident that you can do an excellent job on tests in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	4571	21.32
2	Agree	10152	47.34
3	Disagree	3644	16.99
4	Strongly disagree	682	3.18
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	282	1.32
TOTALS		21444	100.00

Variable Name: S1MTEXTBOOK

Position: 657 - 658, Format: N2.

Variable Label: S1 C08B 9th grader certain can understand fall 2009 math textbook

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You are certain that you can understand the most difficult material presented in the textbook used in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage

1	Strongly agree	3122	14.56
2	Agree	8821	41.14
3	Disagree	5745	26.79
4	Strongly disagree	1318	6.15
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	325	1.52
TOTALS		21444	100.00

Variable Name: S1MSKILLS

Position: 659 - 660, Format: N2.

Variable Label: S1 C08C 9th grader certain can master skills in fall 2009 math course

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You are certain that you can master the skills being taught in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	4274	19.93
2	Agree	10707	49.93
3	Disagree	3387	15.79
4	Strongly disagree	608	2.84
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	355	1.66
TOTALS		21444	100.00

Variable Name: S1MASSEXCL

Position: 661 - 662, Format: N2.

Variable Label: S1 C08D 9th grader confident can do excellent job on fall 2009 math assignments

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You are confident that you can do an excellent job on assignments in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	5032	23.47
2	Agree	10713	49.96
3	Disagree	2629	12.26
4	Strongly disagree	552	2.57
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	405	1.89
TOTALS		21444	100.00

Variable Name: S1MTCHVALUES

Position: 663 - 664, Format: N2.

Variable Label: S1 C11A 9th grader's fall 2009 math teacher values/listens to students' ideas

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher...

values and listens to students' ideas.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	5818	27.13

2	Agree	10416	48.57
3	Disagree	2119	9.88
4	Strongly disagree	620	2.89
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	358	1.67
TOTALS		21444	100.00

Variable Name: S1MTCHRESPCT

Position: 665 - 666, Format: N2.

Variable Label: S1 C11B 9th grader's fall 2009 math teacher treats students with respect

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher...

treats students with respect.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	7052	32.89
2	Agree	10282	47.95
3	Disagree	1273	5.94
4	Strongly disagree	357	1.66
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	367	1.71
TOTALS		21444	100.00

Variable Name: S1MTCHFAIR

Position: 667 - 668, Format: N2.

Variable Label: S1 C11C 9th grader's fall 2009 math teacher treats every student fairly

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher...

treats every student fairly.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	6757	31.51
2	Agree	9498	44.29
3	Disagree	2078	9.69
4	Strongly disagree	558	2.60
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	440	2.05
TOTALS		21444	100.00

Variable Name: S1MTCHCONF

Position: 669 - 670, Format: N2.

Variable Label: S1 C11D 9th grader's fall 2009 math teacher thinks all student can be successful

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher...

thinks every student can be successful.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	7961	37.12
2	Agree	9481	44.21

3	Disagree	1187	5.54
4	Strongly disagree	276	1.29
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	426	1.99
TOTALS		21444	100.00

Variable Name: S1MTCHMISTKE

Position: 671 - 672, Format: N2.

Variable Label: S1 C11E 9th grader's fall 2009 math teacher thinks mistakes OK if students learn

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher...

thinks mistakes are okay as long as all students learn.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	6517	30.39
2	Agree	10212	47.62
3	Disagree	1727	8.05
4	Strongly disagree	477	2.22
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	398	1.86
TOTALS		21444	100.00

Variable Name: S1MTCHTREAT

Position: 673 - 674, Format: N2.

Variable Label: S1 C11F 9th grader's fall 2009 math teacher treats some kids better than others

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher...

treats some kids better than other kids.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	1274	5.94
2	Agree	3304	15.41
3	Disagree	8620	40.20
4	Strongly disagree	5763	26.87
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	370	1.73
TOTALS		21444	100.00

Variable Name: S1MTCHINTRST

Position: 675 - 676, Format: N2.

Variable Label: S1 C11G 9th grader's fall 2009 math teacher makes math interesting

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher...

makes math interesting.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	4402	20.53
2	Agree	7519	35.06

3	Disagree	4811	22.44
4	Strongly disagree	2204	10.28
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	395	1.84
TOTALS		21444	100.00

Variable Name: S1MTCHMFDIFF

Position: 677 - 678, Format: N2.

Variable Label: S1 C11H 9th grader's fall 2009 math teacher treats males/females differently

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher...

treats males and females differently.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	665	3.10
2	Agree	1543	7.20
3	Disagree	8700	40.57
4	Strongly disagree	7938	37.02
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	485	2.26
TOTALS		21444	100.00

Variable Name: S1MTCHEASY

Position: 679 - 680, Format: N2.

Variable Label: S1 C11I 9th grader's fall 2009 math teacher makes math easy to understand

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher...

makes math easy to understand.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	4858	22.65
2	Agree	9172	42.77
3	Disagree	3298	15.38
4	Strongly disagree	1611	7.51
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	392	1.83
TOTALS		21444	100.00

Variable Name: S1SPERSON1

Position: 681 - 682, Format: N2.

Variable Label: S1 D01A 9th grader sees himself/herself as a science person

Variable Description:

- How much do you agree or disagree with the following statements?

You see yourself as a science person

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	2148	10.02
2	Agree	7057	32.91
3	Disagree	8038	37.48
4	Strongly disagree	4087	19.06

-9	Missing	114	0.53
TOTALS		21444	100.00

Variable Name: S1SPERSON2

Position: 683 - 684, Format: N2.

Variable Label: S1 D01B Others see 9th grader as a science person

Variable Description:

- How much do you agree or disagree with the following statements?

Others see you as a science person

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1522	7.10
2	Agree	6665	31.08
3	Disagree	8834	41.20
4	Strongly disagree	4117	19.20
-9	Missing	306	1.43
TOTALS		21444	100.00

Variable Name: S1SUNDERST

Position: 685 - 686, Format: N2.

Variable Label: S1 D02 How often 9th grader thinks he/she really understands science assignments

Variable Description:

- When you are working on a science assignment, how often do you think you really understand the assignment?

Never

Rarely

Sometimes

Often

Code	Value Label	Frequency	Percentage
1	Never	603	2.81
2	Rarely	2194	10.23
3	Sometimes	8818	41.12
4	Often	9718	45.32
-9	Missing	111	0.52
TOTALS		21444	100.00

Variable Name: S1SFALL09

Position: 687 - 688, Format: N2.

Variable Label: S1 D03 9th grader is taking a science course in the fall 2009 term

Variable Description:

- Are you currently taking a science course this fall?

[Were you taking a science course in the fall of 2009?]

Yes

No

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	3610	16.83
1	Yes	17666	82.38
-9	Missing	168	0.78
TOTALS		21444	100.00

Variable Name: S1BIO1S09

Position: 689 - 690, Format: N2.

Variable Label: S1 D04A 9th grader is taking Biology I in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	10199	47.56
1	Yes	7428	34.64
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1EARTHS09

Position: 691 - 692, Format: N2.

Variable Label: S1 D04B 9th grader is taking Earth Science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	15108	70.45
1	Yes	2519	11.75
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1PHYSS09

Position: 693 - 694, Format: N2.

Variable Label: S1 D04C 9th grader is taking Physical Science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	13353	62.27
1	Yes	4274	19.93
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1ENVS09

Position: 695 - 696, Format: N2.

Variable Label: S1 D04D 9th grader is taking Environmental Science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	16975	79.16
1	Yes	652	3.04
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1PHYSIC1S09

Position: 697 - 698, Format: N2.

Variable Label: S1 D04E 9th grader is taking Physics I in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17016	79.35
1	Yes	611	2.85
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1INTGS1S09

Position: 699 - 700, Format: N2.

Variable Label: S1 D04F 9th grader is taking Integrated Science I in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	16829	78.48
1	Yes	798	3.72
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1CHEM1S09

Position: 701 - 702, Format: N2.

Variable Label: S1 D04G 9th grader is taking Chemistry I in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17129	79.88
1	Yes	498	2.32
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1INTGS2S09

Position: 703 - 704, Format: N2.

Variable Label: S1 D04H 9th grader is taking Integrated Science II or above in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17588	82.02
1	Yes	39	0.18
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1ANATOMYS09

Position: 705 - 706, Format: N2.

Variable Label: S1 D04I 9th grader is taking Anatomy or Physiology in fall 2009 term

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1ADVBIOS09

Position: 707 - 708, Format: N2.

Variable Label: S1 D04J 9th grader is taking Advanced Biology in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17249	80.44
1	Yes	378	1.76
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1ADVCHEMS09

Position: 709 - 710, Format: N2.

Variable Label: S1 D04K 9th grader is taking Advanced Chemistry in fall 2009 term

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1GENS09

Position: 711 - 712, Format: N2.

Variable Label: S1 D04L 9th grader is taking General Science in fall 2009 term

Variable Description:

- [What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17266	80.52
1	Yes	361	1.68
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1TECHS09

Position: 713 - 714, Format: N2.

Variable Label: S1 D04M 9th grader is taking Principles of Technology in fall 2009 term

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1LIFES09

Position: 715 - 716, Format: N2.

Variable Label: S1 D04N 9th grader is taking Life Science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17303	80.69
1	Yes	324	1.51
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1ADVPHYSIC09

Position: 717 - 718, Format: N2.

Variable Label: S1 D04O 9th grader is taking Advanced Physics in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17592	82.04
1	Yes	35	0.16
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1OTHENVS09

Position: 719 - 720, Format: N2.

Variable Label: S1 D04P 9th grader is taking other earth/environmental science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17530	81.75
1	Yes	97	0.45
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1OTHBIOS09

Position: 721 - 722, Format: N2.

Variable Label: S1 D04Q 9th grader is taking other biological science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17573	81.95
1	Yes	54	0.25
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1OTHPHYS09

Position: 723 - 724, Format: N2.

Variable Label: S1 D04R 9th grader is taking other physical science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17579	81.98
1	Yes	48	0.22
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1OTHS09

Position: 725 - 726, Format: N2.

Variable Label: S1 D04S 9th grader is taking other science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	16643	77.61
1	Yes	984	4.59
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	207	0.97
TOTALS		21444	100.00

Variable Name: S1SENJOYS

Position: 727 - 728, Format: N2.

Variable Label: S1 D05A 9th grader is taking fall 2009 science b/c he/she really enjoys science

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	14508	67.66
1	Yes	3027	14.12
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	299	1.39
TOTALS		21444	100.00

Variable Name: S1SCHALLENGE

Position: 729 - 730, Format: N2.

Variable Label: S1 D05B 9th grader is taking fall 2009 science b/c he/she likes to be challenged

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	15154	70.67
1	Yes	2381	11.10
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	299	1.39
TOTALS		21444	100.00

Variable Name: S1SHSREQ

Position: 731 - 732, Format: N2.

Variable Label: S1 D05C 9th grader is taking fall 2009 science b/c it is a school requirement

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	9926	46.29
1	Yes	7609	35.48
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	299	1.39
TOTALS		21444	100.00

Variable Name: S1SCOUNSEL

Position: 733 - 734, Format: N2.

Variable Label: S1 D05D 9th grader is taking fall 2009 science b/c school counselor suggested it

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	16157	75.35
1	Yes	1378	6.43
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	299	1.39
TOTALS		21444	100.00

Variable Name: S1SPARENT

Position: 735 - 736, Format: N2.

Variable Label: S1 D05E 9th grader is taking fall 2009 science b/c parent(s) encouraged it

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	15593	72.71
1	Yes	1942	9.06
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	299	1.39
TOTALS		21444	100.00

Variable Name: S1STEACHER

Position: 737 - 738, Format: N2.

Variable Label: S1 D05F 9th grader is taking fall 2009 science b/c teacher encouraged it

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	16075	74.96
1	Yes	1460	6.81
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	299	1.39
TOTALS		21444	100.00

Variable Name: S1SNOOTHR

Position: 739 - 740, Format: N2.

Variable Label: S1 D05G 9th grader is taking fall 2009 science b/c no other science offered

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	16326	76.13
1	Yes	1209	5.64
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	299	1.39
TOTALS		21444	100.00

Variable Name: S1SCLGADM

Position: 741 - 742, Format: N2.

Variable Label: S1 D05H 9th grader is taking fall 2009 science b/c needs it to get into college

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	13847	64.57
1	Yes	3688	17.20
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	299	1.39
TOTALS		21444	100.00

Variable Name: S1SCLGSUCC

Position: 743 - 744, Format: N2.

Variable Label: S1 D05I 9th grader is taking fall 09 science b/c needs it to succeed in college

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	14377	67.04
1	Yes	3158	14.73
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	299	1.39
TOTALS		21444	100.00

Variable Name: S1SCAREER

Position: 745 - 746, Format: N2.

Variable Label: S1 D05J 9th grader is taking fall 2009 science b/c needs it for career

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	15247	71.10
1	Yes	2288	10.67
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	299	1.39
TOTALS		21444	100.00

Variable Name: S1SASSIGNED

Position: 747 - 748, Format: N2.

Variable Label: S1 D05K 9th grader is taking fall 2009 science b/c it was assigned

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	9737	45.41
1	Yes	7798	36.36
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	299	1.39
TOTALS		21444	100.00

Variable Name: S1SOTHREASN

Position: 749 - 750, Format: N2.

Variable Label: S1 D05L 9th grader is taking fall 2009 science for some other reason

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	16537	77.12
1	Yes	998	4.65
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	299	1.39
TOTALS		21444	100.00

Variable Name: S1SNOREASON

Position: 751 - 752, Format: N2.

Variable Label: S1 D05M 9th grader does not know why he/she is taking fall 2009 science course

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	16800	78.34
1	Yes	735	3.43
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	299	1.39
TOTALS		21444	100.00

Variable Name: S1SENJOYING

Position: 753 - 754, Format: N2.

Variable Label: S1 D06A 9th grader is enjoying fall 2009 science course very much

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You are enjoying this class very much

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	3194	14.89
2	Agree	8762	40.86
3	Disagree	4310	20.10
4	Strongly disagree	1291	6.02
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	277	1.29
TOTALS		21444	100.00

Variable Name: S1SWASTE

Position: 755 - 756, Format: N2.

Variable Label: S1 D06B 9th grader thinks fall 2009 science course is a waste of time

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You think this class is a waste of your time

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	790	3.68
2	Agree	2188	10.20
3	Disagree	8973	41.84
4	Strongly disagree	5562	25.94
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	321	1.50
TOTALS		21444	100.00

Variable Name: S1SBORING

Position: 757 - 758, Format: N2.

Variable Label: S1 D06C 9th grader thinks fall 2009 science course is boring

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You think this class is boring

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	1849	8.62
2	Agree	4609	21.49
3	Disagree	7766	36.22
4	Strongly disagree	3283	15.31
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	327	1.52
TOTALS		21444	100.00

Variable Name: S1SUSELIFE

Position: 759 - 760, Format: N2.

Variable Label: S1 D07A 9th grader thinks fall 2009 science course is useful for everyday life

Variable Description:

- How much do you agree or disagree with the following statements about the usefulness of your [fall 2009 science] course? What students learn in this course...

is useful for everyday life.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	2109	9.83
2	Agree	8214	38.30
3	Disagree	5972	27.85
4	Strongly disagree	1122	5.23
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	417	1.94
TOTALS		21444	100.00

Variable Name: S1SUSECLG

Position: 761 - 762, Format: N2.

Variable Label: S1 D07B 9th grader thinks fall 2009 science course will be useful for college

Variable Description:

- How much do you agree or disagree with the following statements about the usefulness of your [fall 2009 science] course? What students learn in this course...

will be useful for college.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	5778	26.94
2	Agree	10037	46.81
3	Disagree	1246	5.81
4	Strongly disagree	347	1.62
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	426	1.99
TOTALS		21444	100.00

Variable Name: S1SUSEJOB

Position: 763 - 764, Format: N2.

Variable Label: S1 D07C 9th grader thinks fall 2009 science course is useful for future career

Variable Description:

- How much do you agree or disagree with the following statements about the usefulness of your [fall 2009 science] course? What students learn in this course...

will be useful for a future career.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	4097	19.11
2	Agree	8156	38.03
3	Disagree	4009	18.70
4	Strongly disagree	1096	5.11
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	476	2.22
TOTALS		21444	100.00

Variable Name: S1STESTS

Position: 765 - 766, Format: N2.

Variable Label: S1 D08A 9th grader confident can do excellent job on fall 2009 science tests

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You are confident that you can do an excellent job on tests in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	3170	14.78
2	Agree	9564	44.60
3	Disagree	4126	19.24
4	Strongly disagree	665	3.10
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	309	1.44
TOTALS		21444	100.00

Variable Name: S1STEXTBOOK

Position: 767 - 768, Format: N2.

Variable Label: S1 D08B 9th grader certain can understand fall 2009 science textbook

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You are certain you can understand the most difficult material presented in the textbook used in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	2215	10.33
2	Agree	8070	37.63
3	Disagree	6026	28.10
4	Strongly disagree	1186	5.53
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	337	1.57
TOTALS		21444	100.00

Variable Name: S1SSKILLS

Position: 769 - 770, Format: N2.

Variable Label: S1 D08C 9th grader certain can master skills in fall 2009 science course

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You are certain you can master the skills being taught in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	2995	13.97
2	Agree	9872	46.04
3	Disagree	4003	18.67
4	Strongly disagree	592	2.76
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	372	1.73
TOTALS		21444	100.00

Variable Name: S1SASSEXCL

Position: 771 - 772, Format: N2.

Variable Label: S1 D08D 9th grader confident can do excellent job on fall 09 science assignments

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You are confident that you can do an excellent job on assignments in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	3759	17.53
2	Agree	10364	48.33
3	Disagree	2792	13.02
4	Strongly disagree	498	2.32
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	421	1.96
TOTALS		21444	100.00

Variable Name: S1STCHVALUES

Position: 773 - 774, Format: N2.

Variable Label: S1 D11A 9th grader's fall 2009 science teacher values/listens to students' ideas

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher...

values and listens to students' ideas.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage

1	Strongly agree	5361	25.00
2	Agree	9698	45.22
3	Disagree	1935	9.02
4	Strongly disagree	509	2.37
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	331	1.54
TOTALS		21444	100.00

Variable Name: S1STCHRESPCT

Position: 775 - 776, Format: N2.

Variable Label: S1 D11B 9th grader's fall 2009 science teacher treats students with respect

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher...

treats students with respect.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	6355	29.64
2	Agree	9532	44.45
3	Disagree	1227	5.72
4	Strongly disagree	355	1.66
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	365	1.70
TOTALS		21444	100.00

Variable Name: S1STCHFAIR

Position: 777 - 778, Format: N2.

Variable Label: S1 D11C 9th grader's fall 2009 science teacher treats every student fairly

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher...

treats every student fairly.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	6041	28.17
2	Agree	8816	41.11
3	Disagree	2077	9.69
4	Strongly disagree	490	2.29
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	410	1.91
TOTALS		21444	100.00

Variable Name: S1STCHCONF

Position: 779 - 780, Format: N2.

Variable Label: S1 D11D 9th grader's fall 09 science teacher think all student can be successful

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher...

thinks every student can be successful.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	6833	31.86
2	Agree	9038	42.15

3	Disagree	1248	5.82
4	Strongly disagree	278	1.30
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	437	2.04
TOTALS		21444	100.00

Variable Name: S1STCHMISTKE

Position: 781 - 782, Format: N2.

Variable Label: S1 D11E 9th grader's fall 09 science teacher think mistakes OK if students learn

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher...

thinks mistakes are okay as long as all students learn.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	5094	23.75
2	Agree	9745	45.44
3	Disagree	2069	9.65
4	Strongly disagree	487	2.27
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	439	2.05
TOTALS		21444	100.00

Variable Name: S1STCHTREAT

Position: 783 - 784, Format: N2.

Variable Label: S1 D11F 9th grader's fall 09 science teacher treats some kids better than others

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher...

treats some kids better than other kids.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	1207	5.63
2	Agree	3290	15.34
3	Disagree	7980	37.21
4	Strongly disagree	4991	23.27
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	366	1.71
TOTALS		21444	100.00

Variable Name: S1STCHINTRST

Position: 785 - 786, Format: N2.

Variable Label: S1 D11G 9th grader's fall 2009 science teacher makes science interesting

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher...

makes science interesting.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	4972	23.19
2	Agree	7296	34.02

3	Disagree	3500	16.32
4	Strongly disagree	1678	7.83
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	388	1.81
TOTALS		21444	100.00

Variable Name: S1STCHMFDIFF

Position: 787 - 788, Format: N2.

Variable Label: S1 D11H 9th grader's fall 2009 science teacher treats males/females differently

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher...

treats males and females differently.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	641	2.99
2	Agree	1537	7.17
3	Disagree	8225	38.36
4	Strongly disagree	6954	32.43
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	477	2.22
TOTALS		21444	100.00

Variable Name: S1STCHEASY

Position: 789 - 790, Format: N2.

Variable Label: S1 D11I 9th grader's fall 2009 science teacher makes science easy to understand

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher...

makes science easy to understand.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	3915	18.26
2	Agree	8527	39.76
3	Disagree	3554	16.57
4	Strongly disagree	1461	6.81
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	377	1.76
TOTALS		21444	100.00

Variable Name: S1SAFE

Position: 791 - 792, Format: N2.

Variable Label: S1 E01A 9th grader feels safe at school

Variable Description:

- How much do you agree or disagree with the following statements about your current school?

You feel safe at this school

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	7318	34.13
2	Agree	11966	55.80
3	Disagree	1441	6.72
4	Strongly disagree	402	1.87

-9	Missing	317	1.48
TOTALS		21444	100.00

Variable Name: S1PROUD

Position: 793 - 794, Format: N2.

Variable Label: S1 E01B 9th grader is proud to be part of his/her school

Variable Description:

- How much do you agree or disagree with the following statements about your current school?

You feel proud being part of this school

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	7379	34.41
2	Agree	10688	49.84
3	Disagree	2196	10.24
4	Strongly disagree	750	3.50
-9	Missing	431	2.01
TOTALS		21444	100.00

Variable Name: S1TALKPROB

Position: 795 - 796, Format: N2.

Variable Label: S1 E01C 9th grader has teacher/adult in school he/she can talk to about problems

Variable Description:

- How much do you agree or disagree with the following statements about your current school?

There are always teachers or other adults in your school that you can talk to if you have a problem

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	6495	30.29
2	Agree	10650	49.66
3	Disagree	3016	14.06
4	Strongly disagree	867	4.04
-9	Missing	416	1.94

TOTALS		21444	100.00

Variable Name: S1SCHWASTE

Position: 797 - 798, Format: N2.

Variable Label: S1 E01D 9th grader feels that school is often a waste of time

Variable Description:

- How much do you agree or disagree with the following statements about your current school?

School is often a waste of time

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	898	4.19
2	Agree	2684	12.52
3	Disagree	10698	49.89
4	Strongly disagree	6721	31.34
-9	Missing	443	2.07
TOTALS		21444	100.00

Variable Name: S1GOODGRADES

Position: 799 - 800, Format: N2.

Variable Label: S1 E01E Getting good grades is important to 9th grader

Variable Description:

- How much do you agree or disagree with the following statements about your current school?

Getting good grades in school is important to you

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	12486	58.23
2	Agree	7715	35.98
3	Disagree	657	3.06
4	Strongly disagree	204	0.95
-9	Missing	382	1.78
TOTALS		21444	100.00

Variable Name: S1NOHWDN

Position: 801 - 802, Format: N2.

Variable Label: S1 E02A How often 9th grader goes to class without their homework done

Variable Description:

- How often do you...

go to class without your homework done?

Never

Rarely

Sometimes

Often

Code	Value Label	Frequency	Percentage
1	Never	4177	19.48
2	Rarely	9122	42.54
3	Sometimes	5455	25.44
4	Often	2365	11.03
-9	Missing	325	1.52
TOTALS		21444	100.00

Variable Name: S1NOPAPER

Position: 803 - 804, Format: N2.

Variable Label: S1 E02B How often 9th grader goes to class without pencil or paper

Variable Description:

- How often do you...

go to class without pencil or paper?

Never

Rarely

Sometimes

Often

Code	Value Label	Frequency	Percentage
1	Never	10189	47.51
2	Rarely	6644	30.98
3	Sometimes	2575	12.01
4	Often	1660	7.74
-9	Missing	376	1.75
TOTALS		21444	100.00

Variable Name: S1NOBOOKS

Position: 805 - 806, Format: N2.

Variable Label: S1 E02C How often 9th grader goes to class without books

Variable Description:

- How often do you...

go to class without books?

Never

Rarely

Sometimes

Often

Code	Value Label	Frequency	Percentage
1	Never	11545	53.84
2	Rarely	6913	32.24
3	Sometimes	1764	8.23
4	Often	821	3.83
-9	Missing	401	1.87
TOTALS		21444	100.00

Variable Name: S1LATE

Position: 807 - 808, Format: N2.

Variable Label: S1 E02D How often 9th grader goes to class late

Variable Description:

- How often do you...

go to class late?

Never

Rarely

Sometimes

Often

Code	Value Label	Frequency	Percentage
1	Never	9650	45.00
2	Rarely	8316	38.78
3	Sometimes	2505	11.68
4	Often	573	2.67
-9	Missing	400	1.87
TOTALS		21444	100.00

Variable Name: S1FAVSUBJ

Position: 809 - 810, Format: N2.

Variable Label: S1 E03 9th grader's favorite school subject

Variable Description:

- Not including lunch or study periods, what is your favorite school subject?

English

Foreign Language

Science

Art

Music

Mathematics

Physical Education or Gym

Religion

Health Education

Computer Education or Computer Science

Social Studies, History, Government, or Civics

Career preparation class such as health professions, business, or culinary arts

Other

Code	Value Label	Frequency	Percentage
1	English	1764	8.23
2	Foreign language	1100	5.13
3	Science	2091	9.75
4	Art	1932	9.01
5	Music	1810	8.44
6	Mathematics	3226	15.04
7	Physical education or gym	3921	18.28
8	Religion	201	0.94
9	Health education	487	2.27
10	Computer education or computer science	504	2.35
11	Social studies, hist, government, civics	1862	8.68
12	Career prep (health care, business, etc)	435	2.03
13	Other	1761	8.21
-9	Missing	350	1.63
TOTALS		21444	100.00

Variable Name: S1LEASTSUBJ

Position: 811 - 812, Format: N2.

Variable Label: S1 E04 9th grader's least favorite school subject

Variable Description:

- Not including lunch or study periods, what is your least favorite school subject?

English

Foreign Language

Science

Art

Music

Mathematics

Physical Education or Gym

Religion

Health Education

Computer Education or Computer Science

Social Studies, History, Government, or Civics

Career preparation class such as health professions, business, or culinary arts

Other

Code	Value Label	Frequency	Percentage
1	English	3723	17.36
2	Foreign language	1693	7.89
3	Science	3395	15.83
4	Art	576	2.69
5	Music	315	1.47
6	Mathematics	4955	23.11
7	Physical education or gym	1012	4.72
8	Religion	514	2.40
9	Health education	567	2.64
10	Computer education or computer science	524	2.44
11	Social studies, hist, government, civics	2493	11.63
12	Career prep (health care, business, etc)	145	0.68
13	Other	1013	4.72
-9	Missing	519	2.42
TOTALS		21444	100.00

Variable Name: S1PAYOFF

Position: 813 - 814, Format: N2.

Variable Label: S1 E05A 9th grader thinks studying in school rarely pays off later with good job

Variable Description:

- How much do you agree or disagree with the following statements?

Studying in school rarely pays off later with good jobs

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1824	8.51
2	Agree	3280	15.30
3	Disagree	8681	40.48
4	Strongly disagree	7233	33.73
-9	Missing	426	1.99
TOTALS		21444	100.00

Variable Name: S1GETINTOCLG

Position: 815 - 816, Format: N2.

Variable Label: S1 E05B 9th grader thinks even if he/she studies he/she won't get into college

Variable Description:

- How much do you agree or disagree with the following statements?

Even if you study, you will not be able to get into college

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	391	1.82
2	Agree	1481	6.91
3	Disagree	10523	49.07
4	Strongly disagree	8586	40.04
-9	Missing	463	2.16
TOTALS		21444	100.00

Variable Name: S1AFFORD

Position: 817 - 818, Format: N2.

Variable Label: S1 E05C 9th grader thinks even if he/she studies family can't afford college

Variable Description:

- How much do you agree or disagree with the following statements?

Even if you study, your family cannot afford to pay for you to attend college

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	956	4.46
2	Agree	3974	18.53
3	Disagree	10641	49.62
4	Strongly disagree	5339	24.90
-9	Missing	534	2.49
TOTALS		21444	100.00

Variable Name: S1WORKING

Position: 819 - 820, Format: N2.

Variable Label: S1 E05D 9th grader thinks working is more important for him/her than college

Variable Description:

- How much do you agree or disagree with the following statements?

Working is more important for you than attending college

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	765	3.57
2	Agree	2068	9.64
3	Disagree	10715	49.97
4	Strongly disagree	7298	34.03
-9	Missing	598	2.79
TOTALS		21444	100.00

Variable Name: S1MOMTALKM

Position: 821 - 822, Format: N2.

Variable Label: S1 E06A 9th grader talked to mother about math courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	9278	43.27
1	Yes	11378	53.06
-7	Item legitimate skip/NA	349	1.63
-9	Missing	439	2.05
TOTALS		21444	100.00

Variable Name: S1DADTALKM

Position: 823 - 824, Format: N2.

Variable Label: S1 E06B 9th grader talked to father about math courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	11625	54.21
1	Yes	7697	35.89
-7	Item legitimate skip/NA	1716	8.00
-9	Missing	406	1.89

TOTALS		21444	100.00

Variable Name: S1FRNDTALKM

Position: 825 - 826, Format: N2.

Variable Label: S1 E06C 9th grader talked to friends about math courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	14113	65.81
1	Yes	6881	32.09
-9	Missing	450	2.10
TOTALS		21444	100.00

Variable Name: S1TCHTALKM

Position: 827 - 828, Format: N2.

Variable Label: S1 E06D 9th grader talked to teacher about math courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	16667	77.72
1	Yes	4327	20.18
-9	Missing	450	2.10
TOTALS		21444	100.00

Variable Name: S1CNSLTALKM

Position: 829 - 830, Format: N2.

Variable Label: S1 E06E 9th grader talked to school counselor about 2009-2010 math courses

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	16655	77.67
1	Yes	4339	20.23
-9	Missing	450	2.10
TOTALS		21444	100.00

Variable Name: S1NOTALKM

Position: 831 - 832, Format: N2.

Variable Label: S1 E06F 9th grader didn't talk to these people about 2009-2010 math courses

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	15709	73.26
1	Yes	5285	24.65
-9	Missing	450	2.10
TOTALS		21444	100.00

Variable Name: S1MOMTALKS

Position: 833 - 834, Format: N2.

Variable Label: S1 E07A 9th grader talked to mother about science courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which science courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	11106	51.79
1	Yes	9252	43.14
-7	Item legitimate skip/NA	349	1.63
-9	Missing	737	3.44
TOTALS		21444	100.00

Variable Name: S1DADTALKS

Position: 835 - 836, Format: N2.

Variable Label: S1 E07B 9th grader talked to father about science courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which science courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	12633	58.91
1	Yes	6421	29.94
-7	Item legitimate skip/NA	1716	8.00
-9	Missing	674	3.14

TOTALS		21444	100.00

Variable Name: S1FRNDTALKS

Position: 837 - 838, Format: N2.

Variable Label: S1 E07C 9th grader talked to friends about science courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which science courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	15089	70.36
1	Yes	5599	26.11
-9	Missing	756	3.53
TOTALS		21444	100.00

Variable Name: S1TCHTALKS

Position: 839 - 840, Format: N2.

Variable Label: S1 E07D 9th grader talked to teacher about science courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which science courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	17605	82.10
1	Yes	3083	14.38
-9	Missing	756	3.53
TOTALS		21444	100.00

Variable Name: S1CNSLTALKS

Position: 841 - 842, Format: N2.

Variable Label: S1 E07E 9th grader talked to school counselor about 2009-2010 science courses

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which science courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	16995	79.25
1	Yes	3693	17.22
-9	Missing	756	3.53
TOTALS		21444	100.00

Variable Name: S1NOTALKS

Position: 843 - 844, Format: N2.

Variable Label: S1 E07F 9th grader didn't talk to these people about 2009-2010 science courses

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which science courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	13408	62.53
1	Yes	7280	33.95
-9	Missing	756	3.53
TOTALS		21444	100.00

Variable Name: S1MOMTALKOTH

Position: 845 - 846, Format: N2.

Variable Label: S1 E08A 9th grader talked to mother about other courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which courses to take this year other than math and science courses?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	8723	40.68
1	Yes	11745	54.77
-7	Item legitimate skip/NA	349	1.63
-9	Missing	627	2.92
TOTALS		21444	100.00

Variable Name: S1DADTALKOTH

Position: 847 - 848, Format: N2.

Variable Label: S1 E08B 9th grader talked to father about other courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which courses to take this year other than math and science courses?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	11025	51.41
1	Yes	8129	37.91
-7	Item legitimate skip/NA	1716	8.00
-9	Missing	574	2.68

TOTALS		21444	100.00

Variable Name: S1FRNDTLKOTH

Position: 849 - 850, Format: N2.

Variable Label: S1 E08C 9th grader talked to friends about other courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which courses to take this year other than math and science courses?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	12317	57.44
1	Yes	8481	39.55
-9	Missing	646	3.01
TOTALS		21444	100.00

Variable Name: S1TCHTALKOTH

Position: 851 - 852, Format: N2.

Variable Label: S1 E08D 9th grader talked to teacher about other courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which courses to take this year other than math and science courses?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	17462	81.43
1	Yes	3336	15.56
-9	Missing	646	3.01
TOTALS		21444	100.00

Variable Name: S1CNSLTLKOTH

Position: 853 - 854, Format: N2.

Variable Label: S1 E08E 9th grader talked to school counselor about 2009-2010 other courses

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which courses to take this year other than math and science courses?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	16423	76.59
1	Yes	4375	20.40
-9	Missing	646	3.01
TOTALS		21444	100.00

Variable Name: S1NOTALKOTH

Position: 855 - 856, Format: N2.

Variable Label: S1 E08F 9th grader didn't talk to these people about 2009-2010 other courses

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which courses to take this year other than math and science courses?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	16076	74.97
1	Yes	4722	22.02
-9	Missing	646	3.01
TOTALS		21444	100.00

Variable Name: S1MOMTALKCLG

Position: 857 - 858, Format: N2.

Variable Label: S1 E09A 9th grader talked to mother about going to college

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college? (Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	4451	20.76
1	Yes	16111	75.13
-7	Item legitimate skip/NA	349	1.63
-9	Missing	533	2.49
TOTALS		21444	100.00

Variable Name: S1DADTALKCLG

Position: 859 - 860, Format: N2.

Variable Label: S1 E09B 9th grader talked to father about going to college

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college? (Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	6709	31.29
1	Yes	12530	58.43
-7	Item legitimate skip/NA	1716	8.00
-9	Missing	489	2.28
TOTALS		21444	100.00

Variable Name: S1FRNDTLKCLG

Position: 861 - 862, Format: N2.

Variable Label: S1 E09C 9th grader talked to friends about going to college

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college? (Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	9675	45.12
1	Yes	11223	52.34
-9	Missing	546	2.55
TOTALS		21444	100.00

Variable Name: S1TCHTALKCLG

Position: 863 - 864, Format: N2.

Variable Label: S1 E09D 9th grader talked to teacher about going to college

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college? (Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	16599	77.41
1	Yes	4299	20.05
-9	Missing	546	2.55
TOTALS		21444	100.00

Variable Name: S1CNSLTLKCLG

Position: 865 - 866, Format: N2.

Variable Label: S1 E09E 9th grader talked to school counselor about going to college

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college? (Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	17226	80.33
1	Yes	3672	17.12
-9	Missing	546	2.55
TOTALS		21444	100.00

Variable Name: S1NOTALKCLG

Position: 867 - 868, Format: N2.

Variable Label: S1 E09F 9th grader didn't talk to these people about going to college

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college? (Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	18882	88.05
1	Yes	2016	9.40
-9	Missing	546	2.55
TOTALS		21444	100.00

Variable Name: S1MOMTALKJOB

Position: 869 - 870, Format: N2.

Variable Label: S1 E10A 9th grader talked to mother about adult jobs/careers

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about possible jobs or careers when you are an adult?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	4330	20.19
1	Yes	16245	75.76
-7	Item legitimate skip/NA	349	1.63
-9	Missing	520	2.42
TOTALS		21444	100.00

Variable Name: S1DADTALKJOB

Position: 871 - 872, Format: N2.

Variable Label: S1 E10B 9th grader talked to father about adult jobs/careers

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about possible jobs or careers when you are an adult?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	6340	29.57
1	Yes	12905	60.18
-7	Item legitimate skip/NA	1716	8.00
-9	Missing	483	2.25

TOTALS		21444	100.00

Variable Name: S1FRNDTLKJOB

Position: 873 - 874, Format: N2.

Variable Label: S1 E10C 9th grader talked to friends about adult jobs/careers

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about possible jobs or careers when you are an adult?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	8954	41.76
1	Yes	11954	55.75
-9	Missing	536	2.50
TOTALS		21444	100.00

Variable Name: S1TCHTALKJOB

Position: 875 - 876, Format: N2.

Variable Label: S1 E10D 9th grader talked to teacher about adult jobs/careers

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about possible jobs or careers when you are an adult?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	16753	78.12
1	Yes	4155	19.38
-9	Missing	536	2.50
TOTALS		21444	100.00

Variable Name: S1CNSLTLKJOB

Position: 877 - 878, Format: N2.

Variable Label: S1 E10E 9th grader talked to school counselor about adult jobs/careers

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about possible jobs or careers when you are an adult?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	17945	83.68
1	Yes	2963	13.82
-9	Missing	536	2.50
TOTALS		21444	100.00

Variable Name: S1NOTALKJOB

Position: 879 - 880, Format: N2.

Variable Label: S1 E10F 9th grader didn't talk to these people about adult jobs/careers

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about possible jobs or careers when you are an adult?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	19375	90.35
1	Yes	1533	7.15
-9	Missing	536	2.50
TOTALS		21444	100.00

Variable Name: S1MOMTALKPRB

Position: 881 - 882, Format: N2.

Variable Label: S1 E11A 9th grader talked to mother about personal problems

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about personal problems? (Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	8526	39.76
1	Yes	12019	56.05
-7	Item legitimate skip/NA	349	1.63
-9	Missing	550	2.56
TOTALS		21444	100.00

Variable Name: S1DADTALKPRB

Position: 883 - 884, Format: N2.

Variable Label: S1 E11B 9th grader talked to father about personal problems

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about personal problems? (Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	11943	55.69
1	Yes	7279	33.94
-7	Item legitimate skip/NA	1716	8.00
-9	Missing	506	2.36
TOTALS		21444	100.00

Variable Name: S1FRNDTLKPRB

Position: 885 - 886, Format: N2.

Variable Label: S1 E11C 9th grader talked to friends about personal problems

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about personal problems? (Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	7891	36.80
1	Yes	12991	60.58
-9	Missing	562	2.62
TOTALS		21444	100.00

Variable Name: S1TCHTALKPRB

Position: 887 - 888, Format: N2.

Variable Label: S1 E11D 9th grader talked to teacher about personal problems

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about personal problems? (Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	19180	89.44
1	Yes	1702	7.94
-9	Missing	562	2.62
TOTALS		21444	100.00

Variable Name: S1CNSLTLKPRB

Position: 889 - 890, Format: N2.

Variable Label: S1 E11E 9th grader talked to school counselor about personal problems

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about personal problems? (Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	19035	88.77
1	Yes	1847	8.61
-9	Missing	562	2.62
TOTALS		21444	100.00

Variable Name: S1NOTALKPRB

Position: 891 - 892, Format: N2.

Variable Label: S1 E11F 9th grader didn't talk to these people about personal problems

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about personal problems? (Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	18088	84.35
1	Yes	2794	13.03
-9	Missing	562	2.62
TOTALS		21444	100.00

Variable Name: S1FRNDGRADES

Position: 893 - 894, Format: N2.

Variable Label: S1 E12A 9th grader's closest friend gets good grades

Variable Description:

- As far as you know, are the following statements true or false for your closest friend? Your closest friend...

gets good grades.

True

False

Code	Value Label	Frequency	Percentage
1	True	18282	85.25
2	False	2663	12.42
-9	Missing	499	2.33
TOTALS		21444	100.00

Variable Name: S1FRNDSCHOOL

Position: 895 - 896, Format: N2.

Variable Label: S1 E12B 9th grader's closest friend is interested in school

Variable Description:

- As far as you know, are the following statements true or false for your closest friend? Your closest friend...

is interested in school.

True

False

Code	Value Label	Frequency	Percentage
1	True	13977	65.18
2	False	6880	32.08
-9	Missing	587	2.74
TOTALS		21444	100.00

Variable Name: S1FRNDCLASS

Position: 897 - 898, Format: N2.

Variable Label: S1 E12C 9th grader's closest friend attends classes regularly

Variable Description:

- As far as you know, are the following statements true or false for your closest friend? Your closest friend...

attends classes regularly.

True

False

Code	Value Label	Frequency	Percentage

1	True	19943	93.00
2	False	970	4.52
-9	Missing	531	2.48
TOTALS		21444	100.00

Variable Name: S1FRNDCLG

Position: 899 - 900, Format: N2.

Variable Label: S1 E12D 9th grader's closest friend plans to go to college

Variable Description:

- As far as you know, are the following statements true or false for your closest friend? Your closest friend...

plans to go to college.

True

False

Code	Value Label	Frequency	Percentage
1	True	18888	88.08
2	False	1823	8.50
-9	Missing	733	3.42
TOTALS		21444	100.00

Variable Name: S1TEFRNDS

Position: 901 - 902, Format: N2.

Variable Label: S1 E13A Time/effort in math/science means not enough time with friends

Variable Description:

- How much do you agree or disagree with each of the following statements?

If you spend a lot of time and effort in your math and science classes...

you won't have enough time for hanging out with your friends.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1674	7.81
2	Agree	5690	26.53
3	Disagree	11128	51.89
4	Strongly disagree	2417	11.27
-9	Missing	535	2.49
TOTALS		21444	100.00

Variable Name: S1TEACTIV

Position: 903 - 904, Format: N2.

Variable Label: S1 E13B Time/effort in math/science means not enough time for extracurriculars

Variable Description:

- How much do you agree or disagree with each of the following statements?

If you spend a lot of time and effort in your math and science classes...

you won't have enough time for extracurricular activities.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1422	6.63
2	Agree	5731	26.73
3	Disagree	11103	51.78
4	Strongly disagree	2590	12.08
-9	Missing	598	2.79
TOTALS		21444	100.00

Variable Name: S1TEPOPULAR

Position: 905 - 906, Format: N2.

Variable Label: S1 E13C Time/effort in math/science means 9th grader won't be popular

Variable Description:

- How much do you agree or disagree with each of the following statements?

If you spend a lot of time and effort in your math and science classes...

you won't be popular.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	637	2.97
2	Agree	1578	7.36
3	Disagree	12227	57.02
4	Strongly disagree	6380	29.75
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1TEMAKEFUN

Position: 907 - 908, Format: N2.

Variable Label: S1 E13D Time/effort in math/science means people will make fun of 9th grader

Variable Description:

- How much do you agree or disagree with each of the following statements?

If you spend a lot of time and effort in your math and science classes...

people will make fun of you.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	638	2.98
2	Agree	1546	7.21
3	Disagree	11458	53.43
4	Strongly disagree	7123	33.22
-9	Missing	679	3.17
TOTALS		21444	100.00

Variable Name: S1ENGCOMP

Position: 909 - 910, Format: N2.

Variable Label: S1 E14A How 9th grader compares males and females in English or language arts

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

English or language arts

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	3570	16.65
2	Females are somewhat better	5017	23.40
3	Females and males are the same	11312	52.75
4	Males are somewhat better	434	2.02
5	Males are much better	406	1.89
-9	Missing	705	3.29

TOTALS		21444	100.00

Variable Name: S1MTHCOMP

Position: 911 - 912, Format: N2.

Variable Label: S1 E14B How 9th grader compares males and females in math

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Math

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	1829	8.53
2	Females are somewhat better	2464	11.49
3	Females and males are the same	12335	57.52
4	Males are somewhat better	2888	13.47
5	Males are much better	1204	5.61
-9	Missing	724	3.38
TOTALS		21444	100.00

Variable Name: S1SCICOMP

Position: 913 - 914, Format: N2.

Variable Label: S1 E14C How 9th grader compares males and females in science

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Science

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	1410	6.58
2	Females are somewhat better	1740	8.11
3	Females and males are the same	13326	62.14
4	Males are somewhat better	2949	13.75

5	Males are much better	1231	5.74
-9	Missing	788	3.67
TOTALS		21444	100.00

Variable Name: S1HRMHOMEWK

Position: 915 - 916, Format: N2.

Variable Label: S1 E15A Hours spent on math homework/studying on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...

working on math homework and studying for math class?

Less than 1 hour

1 to 2 hours

2 to 3 hours

3 to 4 hours

4 to 5 hours

5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	10867	50.68
2	1 to 2 hours	6350	29.61
3	2 to 3 hours	960	4.48
4	3 to 4 hours	331	1.54
5	4 to 5 hours	125	0.58
6	5 or more hours	145	0.68
-7	Item legitimate skip/NA	2113	9.85
-9	Missing	553	2.58
TOTALS		21444	100.00

Variable Name: S1HRSHOMEWK

Position: 917 - 918, Format: N2.

Variable Label: S1 E15B Hours spent on science homework/studying on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend…

working on science homework and studying for science class?

Less than 1 hour

1 to 2 hours

2 to 3 hours

3 to 4 hours

4 to 5 hours

5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	10189	47.51
2	1 to 2 hours	5509	25.69
3	2 to 3 hours	1064	4.96
4	3 to 4 hours	275	1.28
5	4 to 5 hours	101	0.47
6	5 or more hours	113	0.53
-7	Item legitimate skip/NA	3610	16.83
-9	Missing	583	2.72
TOTALS		21444	100.00

Variable Name: S1HROTHHOMWK

Position: 919 - 920, Format: N2.

Variable Label: S1 E15C Hours spent on other homework/studying on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...

working on homework and studying for the rest of your classes?

Less than 1 hour

1 to 2 hours

2 to 3 hours

3 to 4 hours

4 to 5 hours

5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	8283	38.63
2	1 to 2 hours	7974	37.19
3	2 to 3 hours	2850	13.29
4	3 to 4 hours	935	4.36
5	4 to 5 hours	348	1.62
6	5 or more hours	293	1.37
-9	Missing	761	3.55
TOTALS		21444	100.00

Variable Name: S1HRACTIVITY

Position: 921 - 922, Format: N2.

Variable Label: S1 E15D Hours spent on extracurricular activities on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...

participating in extracurricular activities such as sports teams, clubs, band, student government?

Less than 1 hour

1 to 2 hours

2 to 3 hours

3 to 4 hours

4 to 5 hours

5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	6773	31.58
2	1 to 2 hours	4761	22.20
3	2 to 3 hours	4956	23.11
4	3 to 4 hours	2029	9.46
5	4 to 5 hours	708	3.30
6	5 or more hours	1371	6.39
-9	Missing	846	3.95
TOTALS		21444	100.00

Variable Name: S1HRWORK

Position: 923 - 924, Format: N2.

Variable Label: S1 E15E Hours spent working for pay on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...

working for pay not including chores or jobs you do around your house?

Less than 1 hour

1 to 2 hours

2 to 3 hours

3 to 4 hours

4 to 5 hours

5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	14584	68.01
2	1 to 2 hours	2751	12.83

3	2 to 3 hours	1184	5.52
4	3 to 4 hours	581	2.71
5	4 to 5 hours	312	1.45
6	5 or more hours	586	2.73
-9	Missing	1446	6.74
TOTALS		21444	100.00

Variable Name: S1HRFAMILY

Position: 925 - 926, Format: N2.

Variable Label: S1 E15F Hours spent with family on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...

spending time with your family?

Less than 1 hour

1 to 2 hours

2 to 3 hours

3 to 4 hours

4 to 5 hours

5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	3288	15.33
2	1 to 2 hours	4443	20.72
3	2 to 3 hours	3712	17.31
4	3 to 4 hours	2685	12.52
5	4 to 5 hours	1592	7.42
6	5 or more hours	4923	22.96
-9	Missing	801	3.74
TOTALS		21444	100.00

Variable Name: S1HRFRIENDS

Position: 927 - 928, Format: N2.

Variable Label: S1 E15G Hours spent hanging out with friends on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...

hanging out or socializing with your friends?

Less than 1 hour

1 to 2 hours

2 to 3 hours

3 to 4 hours

4 to 5 hours

5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	4138	19.30
2	1 to 2 hours	4937	23.02
3	2 to 3 hours	3868	18.04
4	3 to 4 hours	2546	11.87
5	4 to 5 hours	1582	7.38
6	5 or more hours	3569	16.64
-9	Missing	804	3.75
TOTALS		21444	100.00

Variable Name: S1HRTV

Position: 929 - 930, Format: N2.

Variable Label: S1 E15H Hours spent watching television or movies on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...

watching television or movies?

Less than 1 hour

1 to 2 hours

2 to 3 hours

3 to 4 hours

4 to 5 hours

5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	7238	33.75
2	1 to 2 hours	6117	28.53

3	2 to 3 hours	3291	15.35
4	3 to 4 hours	1674	7.81
5	4 to 5 hours	838	3.91
6	5 or more hours	1500	6.99
-9	Missing	786	3.67
TOTALS		21444	100.00

Variable Name: S1HRVIDEO

Position: 931 - 932, Format: N2.

Variable Label: S1 E15I Hours spent playing video games on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...

playing video games?

Less than 1 hour

1 to 2 hours

2 to 3 hours

3 to 4 hours

4 to 5 hours

5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	13119	61.18
2	1 to 2 hours	3138	14.63
3	2 to 3 hours	1466	6.84
4	3 to 4 hours	797	3.72
5	4 to 5 hours	511	2.38
6	5 or more hours	1179	5.50
-9	Missing	1234	5.75
TOTALS		21444	100.00

Variable Name: S1HRONLINE

Position: 933 - 934, Format: N2.

Variable Label: S1 E15J Hours spent chatting or surfing online on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...

chatting or surfing online?

Less than 1 hour

1 to 2 hours

2 to 3 hours

3 to 4 hours

4 to 5 hours

5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	8026	37.43
2	1 to 2 hours	5484	25.57
3	2 to 3 hours	2784	12.98
4	3 to 4 hours	1550	7.23
5	4 to 5 hours	902	4.21
6	5 or more hours	1727	8.05
-9	Missing	971	4.53
TOTALS		21444	100.00

Variable Name: S1TALENTSRCH

Position: 935 - 936, Format: N2.

Variable Label: S1 E16A 9th grader is participating in Talent Search

Variable Description:

- Are you participating in any of the following programs?

Talent Search

Yes

No

Code	Value Label	Frequency	Percentage
0	No	19188	89.48
1	Yes	1324	6.17
-9	Missing	932	4.35
TOTALS		21444	100.00

Variable Name: S1UPWARDBND

Position: 937 - 938, Format: N2.

Variable Label: S1 E16B 9th grader is participating in Upward Bound

Variable Description:

- Are you participating in any of the following programs?

Upward Bound

Yes

No

Code	Value Label	Frequency	Percentage
0	No	19895	92.78
1	Yes	528	2.46
-9	Missing	1021	4.76
TOTALS		21444	100.00

Variable Name: S1GEARUP

Position: 939 - 940, Format: N2.

Variable Label: S1 E16C 9th grader is participating in Gear Up

Variable Description:

- Are you participating in any of the following programs?

Gear Up

Yes

No

Code	Value Label	Frequency	Percentage
0	No	19673	91.74
1	Yes	644	3.00
-9	Missing	1127	5.26
TOTALS		21444	100.00

Variable Name: S1AVID

Position: 941 - 942, Format: N2.

Variable Label: S1 E16D 9th grader is participating in AVID

Variable Description:

- Are you participating in any of the following programs?

AVID (Advancement in Individual Determination)

Yes

No

Code	Value Label	Frequency	Percentage

0	No	19720	91.96
1	Yes	676	3.15
-9	Missing	1048	4.89
TOTALS		21444	100.00

Variable Name: S1MESA

Position: 943 - 944, Format: N2.

Variable Label: S1 E16E 9th grader is participating in MESA

Variable Description:

- Are you participating in any of the following programs?

MESA (Mathematics, Engineering, Science Achievement)

Yes

No

Code	Value Label	Frequency	Percentage
0	No	19593	91.37
1	Yes	745	3.47
-9	Missing	1106	5.16
TOTALS		21444	100.00

Variable Name: S1MYRS

Position: 945 - 946, Format: N2.

Variable Label: S1 F01 Number of years of math coursework 9th grader expects to take in HS

Variable Description:

- Including this year, how many years of math do you expect to take during high school?

One year

Two years

Three years

Four or more years

Code	Value Label	Frequency	Percentage
1	One year	548	2.56
2	Two years	1457	6.79
3	Three years	5118	23.87
4	Four or more years	13950	65.05
-9	Missing	371	1.73
TOTALS		21444	100.00

Variable Name: S1MREASREQ

Position: 947 - 948, Format: N2.

Variable Label: S1 F02A Plans to take more math courses because it is required to graduate

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	11614	54.16
1	Yes	8806	41.07
-7	Item legitimate skip/NA	402	1.87
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1MREASPAR

Position: 949 - 950, Format: N2.

Variable Label: S1 F02B Plans to take more math courses because parents want him/her to

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	13947	65.04
1	Yes	6473	30.19
-7	Item legitimate skip/NA	402	1.87
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1MREASTCHR

Position: 951 - 952, Format: N2.

Variable Label: S1 F02C Plans to take more math courses because teachers want him/her to

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	17425	81.26
1	Yes	2995	13.97
-7	Item legitimate skip/NA	402	1.87
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1MREASCNSL

Position: 953 - 954, Format: N2.

Variable Label: S1 F02D Plans to take more math courses because counselor wants him/her to

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	18636	86.91
1	Yes	1784	8.32
-7	Item legitimate skip/NA	402	1.87
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1MREASGOOD

Position: 955 - 956, Format: N2.

Variable Label: S1 F02E Plans to take more math courses because he/she is good at math

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	14237	66.39
1	Yes	6183	28.83
-7	Item legitimate skip/NA	402	1.87
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1MREASJOB

Position: 957 - 958, Format: N2.

Variable Label: S1 F02F Plans to take more math courses because needed for desired career

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	14460	67.43
1	Yes	5960	27.79
-7	Item legitimate skip/NA	402	1.87
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1MREASLIKE

Position: 959 - 960, Format: N2.

Variable Label: S1 F02G Plans to take more math courses because most students like them do

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	19181	89.45
1	Yes	1239	5.78
-7	Item legitimate skip/NA	402	1.87
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1MREASENJOY

Position: 961 - 962, Format: N2.

Variable Label: S1 F02H Plans to take more math courses because they enjoy studying math

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	16574	77.29
1	Yes	3846	17.94
-7	Item legitimate skip/NA	402	1.87
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1MREASCLG

Position: 963 - 964, Format: N2.

Variable Label: S1 F02I Plans to take more math courses because will help to get into college

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	9133	42.59
1	Yes	11287	52.63
-7	Item legitimate skip/NA	402	1.87
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1MREASUSE

Position: 965 - 966, Format: N2.

Variable Label: S1 F02J Plans to take more math courses because will be useful in college

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	10160	47.38
1	Yes	10260	47.85
-7	Item legitimate skip/NA	402	1.87
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1MREASFRND

Position: 967 - 968, Format: N2.

Variable Label: S1 F02K Plans to take more math courses because friends are going to

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	19316	90.08
1	Yes	1104	5.15
-7	Item legitimate skip/NA	402	1.87
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1MREASOTH

Position: 969 - 970, Format: N2.

Variable Label: S1 F02L Plans to take more math courses for other reason(s)

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	18575	86.62
1	Yes	1845	8.60
-7	Item legitimate skip/NA	402	1.87
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1MREASNOT

Position: 971 - 972, Format: N2.

Variable Label: S1 F02M Does not know why plans to take more math courses

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	18668	87.05
1	Yes	1752	8.17
-7	Item legitimate skip/NA	402	1.87
-9	Missing	622	2.90
TOTALS		21444	100.00

Variable Name: S1APCALC

Position: 973 - 974, Format: N2.

Variable Label: S1 F03A 9th grader plans to enroll in an Advanced Placement (AP) calculus course

Variable Description:

- Do you plan to enroll in...

an Advanced Placement (AP) calculus course?

Yes

No

You haven't decided yet

You don't know what this is

Code	Value Label	Frequency	Percentage
1	Yes	5442	25.38
2	No	3769	17.58

3	Haven't decided yet	8116	37.85
4	Don't know what AP calculus is	3080	14.36
-7	Item legitimate skip/NA	402	1.87
-9	Missing	635	2.96
TOTALS		21444	100.00

Variable Name: S1IBCALC

Position: 975 - 976, Format: N2.

Variable Label: S1 F03B 9th grader plans to enroll in International Baccalaureate (IB) calculus

Variable Description:

- Do you plan to enroll in...

an International Baccalaureate (IB) calculus course?

Yes

No

You haven't decided yet

You don't know what this is

Code	Value Label	Frequency	Percentage
1	Yes	2115	9.86
2	No	3758	17.52
3	Haven't decided yet	6556	30.57
4	Don't know what IB calculus is	7597	35.43
-7	Item legitimate skip/NA	402	1.87
-9	Missing	1016	4.74
TOTALS		21444	100.00

Variable Name: S1SYRS

Position: 977 - 978, Format: N2.

Variable Label: S1 F04 Number of years of science coursework 9th grader expects to take in HS

Variable Description:

- Including this year, how many years of science do you expect to take during high school?

One year

Two years

Three years

Four or more years

Code	Value Label	Frequency	Percentage
1	One year	1087	5.07
2	Two years	2768	12.91

3	Three years	6667	31.09
4	Four or more years	10464	48.80
-9	Missing	458	2.14
TOTALS		21444	100.00

Variable Name: S1SREASREQ

Position: 979 - 980, Format: N2.

Variable Label: S1 F05A Plans to take more science courses because it is required to graduate

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	11585	54.02
1	Yes	8478	39.54
-7	Item legitimate skip/NA	639	2.98
-9	Missing	742	3.46
TOTALS		21444	100.00

Variable Name: S1SREASPAR

Position: 981 - 982, Format: N2.

Variable Label: S1 F05B Plans to take more science courses because parents want him/her to

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	14534	67.78
1	Yes	5529	25.78
-7	Item legitimate skip/NA	639	2.98
-9	Missing	742	3.46
TOTALS		21444	100.00

Variable Name: S1SREASTCHR

Position: 983 - 984, Format: N2.

Variable Label: S1 F05C Plans to take more science courses because teachers want him/her to

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	17244	80.41
1	Yes	2819	13.15
-7	Item legitimate skip/NA	639	2.98
-9	Missing	742	3.46
TOTALS		21444	100.00

Variable Name: S1SREASCNSL

Position: 985 - 986, Format: N2.

Variable Label: S1 F05D Plans to take more science courses because counselor wants him/her to

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	18255	85.13
1	Yes	1808	8.43
-7	Item legitimate skip/NA	639	2.98
-9	Missing	742	3.46
TOTALS		21444	100.00

Variable Name: S1SREASGOOD

Position: 987 - 988, Format: N2.

Variable Label: S1 F05E Plans to take more science courses because he/she is good at science

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	15129	70.55
1	Yes	4934	23.01
-7	Item legitimate skip/NA	639	2.98
-9	Missing	742	3.46
TOTALS		21444	100.00

Variable Name: S1SREASJOB

Position: 989 - 990, Format: N2.

Variable Label: S1 F05F Plans to take more science courses because needed for desired career

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	14745	68.76
1	Yes	5318	24.80
-7	Item legitimate skip/NA	639	2.98
-9	Missing	742	3.46
TOTALS		21444	100.00

Variable Name: S1SREASLIKE

Position: 991 - 992, Format: N2.

Variable Label: S1 F05G Plans to take more science courses because most students like them do

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	18838	87.85
1	Yes	1225	5.71
-7	Item legitimate skip/NA	639	2.98
-9	Missing	742	3.46
TOTALS		21444	100.00

Variable Name: S1SREASENJOY

Position: 993 - 994, Format: N2.

Variable Label: S1 F05H Plans to take more science courses because they enjoy studying science

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	15286	71.28
1	Yes	4777	22.28
-7	Item legitimate skip/NA	639	2.98
-9	Missing	742	3.46
TOTALS		21444	100.00

Variable Name: S1SREASCLG

Position: 995 - 996, Format: N2.

Variable Label: S1 F05I Plans to take more science courses because will help to get into college

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	10786	50.30
1	Yes	9277	43.26
-7	Item legitimate skip/NA	639	2.98
-9	Missing	742	3.46
TOTALS		21444	100.00

Variable Name: S1SREASUSE

Position: 997 - 998, Format: N2.

Variable Label: S1 F05J Plans to take more science courses because will be useful in college

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	11308	52.73
1	Yes	8755	40.83
-7	Item legitimate skip/NA	639	2.98
-9	Missing	742	3.46
TOTALS		21444	100.00

Variable Name: S1SREASFRND

Position: 999 - 1000, Format: N2.

Variable Label: S1 F05K Plans to take more science courses because friends are going to

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	18931	88.28
1	Yes	1132	5.28
-7	Item legitimate skip/NA	639	2.98
-9	Missing	742	3.46
TOTALS		21444	100.00

Variable Name: S1SREASOTH

Position: 1001 - 1002, Format: N2.

Variable Label: S1 F05L Plans to take more science courses for other reason(s)

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	17941	83.66
1	Yes	2122	9.90
-7	Item legitimate skip/NA	639	2.98
-9	Missing	742	3.46
TOTALS		21444	100.00

Variable Name: S1SREASNOT

Position: 1003 - 1004, Format: N2.

Variable Label: S1 F05M Does not know why plans to take more science courses

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	17462	81.43
1	Yes	2601	12.13
-7	Item legitimate skip/NA	639	2.98
-9	Missing	742	3.46
TOTALS		21444	100.00

Variable Name: S1APS

Position: 1005 - 1006, Format: N2.

Variable Label: S1 F06A 9th grader plans to enroll in an Advanced Placement (AP) science course

Variable Description:

- Do you plan to enroll in...

an Advanced Placement (AP) science course?

Yes

No

You haven't decided yet

You don't know what this is

Code	Value Label	Frequency	Percentage
1	Yes	5510	25.69
2	No	4458	20.79

3	Haven't decided yet	7232	33.73
4	Don't know what AP science is	2865	13.36
-7	Item legitimate skip/NA	639	2.98
-9	Missing	740	3.45
TOTALS		21444	100.00

Variable Name: S1IBSCI

Position: 1007 - 1008, Format: N2.

Variable Label: S1 F06B 9th grader plans to enroll in International Baccalaureate (IB) science

Variable Description:

- Do you plan to enroll in...

an International Baccalaureate (IB) science course?

Yes

No

You haven't decided yet

You don't know what this is

Code	Value Label	Frequency	Percentage
1	Yes	1894	8.83
2	No	4479	20.89
3	Haven't decided yet	6067	28.29
4	Don't know what IB science is	7326	34.16
-7	Item legitimate skip/NA	639	2.98
-9	Missing	1039	4.85
TOTALS		21444	100.00

Variable Name: S1PLAN

Position: 1009 - 1010, Format: N2.

Variable Label: S1 F07 9th grader has put together an education plan and/or career plan

Variable Description:

- An "education plan" or a "career plan" is a series of activities and courses that you will need to complete in order to get into college or be successful in your future career.

Have you put together...

a combined education and career plan

an education plan only

a career plan only or

none of these?

Code	Value Label	Frequency	Percentage

1	A combined education and career plan	7449	34.74
2	An education plan only	2855	13.31
3	A career plan only	2637	12.30
4	None of these	7829	36.51
-9	Missing	674	3.14
TOTALS		21444	100.00

Variable Name: S1PLANCNSL

Position: 1011 - 1012, Format: N2.

Variable Label: S1 F08A 9th grader's counselor helped put together education/career plan

Variable Description:

- Who helped you put your [education and career/education/career] plan together?

(Check all that apply.)

A counselor

A teacher

Your parents

Someone else

No one

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they had put together a combined education and career plan, an education plan only, or a career plan only.

Code	Value Label	Frequency	Percentage
0	No	10740	50.08
1	Yes	2124	9.90
-7	Item legitimate skip/NA	7829	36.51
-9	Missing	751	3.50
TOTALS		21444	100.00

Variable Name: S1PLANTCHR

Position: 1013 - 1014, Format: N2.

Variable Label: S1 F08B 9th grader's teacher helped put together education/career plan

Variable Description:

- Who helped you put your [education and career/education/career] plan together?

(Check all that apply.)

A counselor

A teacher

Your parents

Someone else

No one

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they had put together a combined education and career plan, an education plan only, or a career plan only.

Code	Value Label	Frequency	Percentage
0	No	10996	51.28
1	Yes	1868	8.71
-7	Item legitimate skip/NA	7829	36.51
-9	Missing	751	3.50
TOTALS		21444	100.00

Variable Name: S1PLANPRNT

Position: 1015 - 1016, Format: N2.

Variable Label: S1 F08C 9th grader's parent(s) helped put together education/career plan

Variable Description:

- Who helped you put your [education and career/education/career] plan together?

(Check all that apply.)

A counselor

A teacher

Your parents

Someone else

No one

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they had put together a combined education and career plan, an education plan only, or a career plan only.

Code	Value Label	Frequency	Percentage
0	No	5538	25.83
1	Yes	7326	34.16
-7	Item legitimate skip/NA	7829	36.51
-9	Missing	751	3.50
TOTALS		21444	100.00

Variable Name: S1PLANOTH

Position: 1017 - 1018, Format: N2.

Variable Label: S1 F08D Someone else helped 9th grader put together education/career plan

Variable Description:

- Who helped you put your [education and career/education/career] plan together?

(Check all that apply.)

A counselor

A teacher

Your parents

Someone else

No one

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they had put together a combined education and career plan, an education plan only, or a career plan only.

Code	Value Label	Frequency	Percentage
0	No	10953	51.08
1	Yes	1911	8.91
-7	Item legitimate skip/NA	7829	36.51
-9	Missing	751	3.50
TOTALS		21444	100.00

Variable Name: S1PLANNOONE

Position: 1019 - 1020, Format: N2.

Variable Label: S1 F08E No one helped 9th grader put together education/career plan

Variable Description:

- Who helped you put your [education and career/education/career] plan together?

(Check all that apply.)

A counselor

A teacher

Your parents

Someone else

No one

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they had put together a combined education and career plan, an education plan only, or a career plan only.

Code	Value Label	Frequency	Percentage
0	No	9316	43.44
1	Yes	3548	16.55
-7	Item legitimate skip/NA	7829	36.51
-9	Missing	751	3.50

TOTALS		21444	100.00

Variable Name: S1PSAT

Position: 1021 - 1022, Format: N2.

Variable Label: S1 F09A 9th grader has taken or plans to take the PSAT

Variable Description:

- Have you taken or are you planning to take...

the PSAT?

No

Yes

You haven't decided yet

You don't know what this is

Code	Value Label	Frequency	Percentage
0	No	2197	10.25
1	Yes	10388	48.44
2	Haven't decided yet	3606	16.82
3	Don't know what the PSAT is	4455	20.78
-9	Missing	798	3.72
TOTALS		21444	100.00

Variable Name: S1SAT

Position: 1023 - 1024, Format: N2.

Variable Label: S1 F09B 9th grader has taken or plans to take the SAT

Variable Description:

- Have you taken or are you planning to take...

the SAT?

No

Yes

You haven't decided yet

You don't know what this is

Code	Value Label	Frequency	Percentage
0	No	2079	9.70
1	Yes	13241	61.75
2	Haven't decided yet	3028	14.12
3	Don't know what the SAT is	2265	10.56
-9	Missing	831	3.88
TOTALS		21444	100.00

Variable Name: S1ACT

Position: 1025 - 1026, Format: N2.

Variable Label: S1 F09C 9th grader has taken or plans to take the ACT

Variable Description:

- Have you taken or are you planning to take...

American College Testing Service (ACT) test?

No

Yes

You haven't decided yet

You don't know what this is

Code	Value Label	Frequency	Percentage
0	No	2639	12.31
1	Yes	8524	39.75
2	Haven't decided yet	4515	21.05
3	Don't know what the ACT is	4775	22.27
-9	Missing	991	4.62
TOTALS		21444	100.00

Variable Name: S1AP

Position: 1027 - 1028, Format: N2.

Variable Label: S1 F09D 9th grader has taken/plans to take an Advanced Placement (AP) test

Variable Description:

- Have you taken or are you planning to take...

an Advanced Placement (AP) test?

No

Yes

You haven't decided yet

You don't know what this is

Code	Value Label	Frequency	Percentage
0	No	3644	16.99
1	Yes	7047	32.86
2	Haven't decided yet	6091	28.40
3	Don't know what an Adv Placement test is	3719	17.34
-9	Missing	943	4.40
TOTALS		21444	100.00

Variable Name: S1IBTEST

Position: 1029 - 1030, Format: N2.

Variable Label: S1 F09E 9th grader has taken/plans to take International Baccalaureate (IB) test

Variable Description:

- Have you taken or are you planning to take...

a test for the International Baccalaureate (IB)?

No

Yes

You haven't decided yet

You don't know what this is

Code	Value Label	Frequency	Percentage
0	No	4026	18.77
1	Yes	2419	11.28
2	Haven't decided yet	5383	25.10
3	Don't know what a test for the IB is	8532	39.79
-9	Missing	1084	5.06
TOTALS		21444	100.00

Variable Name: S1SUREHSGRAD

Position: 1031 - 1032, Format: N2.

Variable Label: S1 F10 How sure 9th grader is that he/she will graduate from high school

Variable Description:

- How sure are you that you will graduate from high school?

Very sure you'll graduate

You'll probably graduate

You probably won't graduate

Very sure you won't graduate

Code	Value Label	Frequency	Percentage
1	Very sure about graduating	17686	82.48
2	Will probably graduate	2844	13.26
3	Will probably not graduate	257	1.20
4	Very sure about not graduating	96	0.45
-9	Missing	561	2.62
TOTALS		21444	100.00

Variable Name: S1EDUEXPECT

Position: 1033 - 1034, Format: N2.

Variable Label: S1 G01 How far in school 9th grader thinks he/she will get

Variable Description:

- As things stand now, how far in school do you think you will get?

Less than high school

High school graduation or GED

Start but not complete an Associate's degree from a community college or technical institute

Complete an Associate's degree from a community college or technical institute

Start but not complete a Bachelor's degree

Complete a Bachelor's degree

Start but not complete a Master's degree or equivalent

Complete a Master's degree or equivalent

Start but not complete a Ph.D., M.D., law degree, or other high level professional degree

Complete a Ph.D., M.D., law degree, or other high level professional degree

Don't know

Code	Value Label	Frequency	Percentage
1	Less than high school	92	0.43
2	High school diploma or GED	2572	11.99
3	Start an Associate's degree	139	0.65
4	Complete an Associate's degree	1174	5.47
5	Start a Bachelor's degree	113	0.53
6	Complete a Bachelor's degree	3469	16.18
7	Start a Master's degree	226	1.05
8	Complete a Master's degree	4214	19.65
9	Start Ph.D/M.D/Law/other prof degree	172	0.80
10	Complete Ph.D/M.D/Law/other prof degree	4396	20.50
11	Don't know	4569	21.31
-9	Missing	308	1.44
TOTALS		21444	100.00

Variable Name: S1SURECLG

Position: 1035 - 1036, Format: N2.

Variable Label: S1 G02 How sure 9th grader is that he/she will go to college to pursue a BA/BS

Variable Description:

- How sure are you that you will go on to college to pursue a Bachelor's degree after you leave high school?

Very sure you'll go

You'll probably go

You probably won't go

Very sure you won't go

Code	Value Label	Frequency	Percentage
1	Very sure about going	9247	43.12
2	Will probably go	3092	14.42
3	Will probably not go	129	0.60
4	Very sure about not going	33	0.15
-7	Item legitimate skip/NA	8546	39.85
-9	Missing	397	1.85
TOTALS		21444	100.00

Variable Name: S1ABILITYBA

Position: 1037 - 1038, Format: N2.

Variable Label: S1 G03 9th grader thinks he/she has the ability to complete a Bachelor's degree

Variable Description:

- Whatever your plans, do you think you have the ability to complete a Bachelor's degree?

Definitely

Probably

Probably not

Definitely not

Code	Value Label	Frequency	Percentage
1	Definitely not	322	1.50
2	Probably not	1415	6.60
3	Probably	8937	41.68
4	Definitely	10297	48.02
-9	Missing	473	2.21
TOTALS		21444	100.00

Variable Name: S1BAAGE30

Position: 1039 - 1040, Format: N2.

Variable Label: S1 G04 9th grader would be disappointed if he/she didn't have a BA/BS by age 30

Variable Description:

- Would you be disappointed if you did not graduate from college with a Bachelor's degree by the time you are 30 years old?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	3482	16.24
1	Yes	17531	81.75
-9	Missing	431	2.01
TOTALS		21444	100.00

Variable Name: S1FYAA

Position: 1041 - 1042, Format: N2.

Variable Label: S1 G05A 9th grader plans to enroll in Associate's program in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

Code	Value Label	Frequency	Percentage
0	No	17829	83.14
1	Yes	3192	14.89
-9	Missing	423	1.97
TOTALS		21444	100.00

Variable Name: S1FYBA

Position: 1043 - 1044, Format: N2.

Variable Label: S1 G05B 9th grader plans to enroll in Bachelor's program in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

Code	Value Label	Frequency	Percentage
0	No	9886	46.10
1	Yes	11135	51.93
-9	Missing	423	1.97
TOTALS		21444	100.00

Variable Name: S1FYLICENSE

Position: 1045 - 1046, Format: N2.

Variable Label: S1 G05C 9th grader plans to obtain license or certificate in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

Code	Value Label	Frequency	Percentage
0	No	18490	86.22

1	Yes	2531	11.80
-9	Missing	423	1.97
TOTALS		21444	100.00

Variable Name: S1FYAPPR

Position: 1047 - 1048, Format: N2.

Variable Label: S1 G05D 9th grader plans to attend apprenticeship program in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

Code	Value Label	Frequency	Percentage
0	No	20385	95.06
1	Yes	636	2.97
-9	Missing	423	1.97
TOTALS		21444	100.00

Variable Name: S1FYMILITARY

Position: 1049 - 1050, Format: N2.

Variable Label: S1 G05E 9th grader plans to join the armed services in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

Code	Value Label	Frequency	Percentage
0	No	19301	90.01
1	Yes	1720	8.02
-9	Missing	423	1.97
TOTALS		21444	100.00

Variable Name: S1FYJOB

Position: 1051 - 1052, Format: N2.

Variable Label: S1 G05F 9th grader plans to get a job in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

Code	Value Label	Frequency	Percentage
0	No	12419	57.91
1	Yes	8602	40.11
-9	Missing	423	1.97
TOTALS		21444	100.00

Variable Name: S1FYFAMILY

Position: 1053 - 1054, Format: N2.

Variable Label: S1 G05G 9th grader plans to start a family in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

Code	Value Label	Frequency	Percentage
0	No	19663	91.69
1	Yes	1358	6.33
-9	Missing	423	1.97
TOTALS		21444	100.00

Variable Name: S1FYTRAVEL

Position: 1055 - 1056, Format: N2.

Variable Label: S1 G05H 9th grader plans to travel in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

Code	Value Label	Frequency	Percentage
0	No	18551	86.51

1	Yes	2470	11.52
-9	Missing	423	1.97
TOTALS		21444	100.00

Variable Name: S1FYVOLUN

Position: 1057 - 1058, Format: N2.

Variable Label: S1 G05I 9th grader plans to volunteer or do missionary work in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

Code	Value Label	Frequency	Percentage
0	No	19229	89.67
1	Yes	1792	8.36
-9	Missing	423	1.97
TOTALS		21444	100.00

Variable Name: S1FYNOTSURE

Position: 1059 - 1060, Format: N2.

Variable Label: S1 G05J 9th grader does not know what he/she will do in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

Code	Value Label	Frequency	Percentage
0	No	18323	85.45
1	Yes	2698	12.58
-9	Missing	423	1.97
TOTALS		21444	100.00

Variable Name: S1PUBPRV

Position: 1061 - 1062, Format: N2.

Variable Label: S1 G06 9th grader is more likely to go to public or private college

Variable Description:

- Are you more likely to attend a public or private 4-year college, or have you not thought about this yet?

Public

Private

Haven't thought about this

Code	Value Label	Frequency	Percentage
1	Public	5111	23.83
2	Private	1950	9.09
3	Haven't thought about this	4050	18.89
-7	Item legitimate skip/NA	9886	46.10
-9	Missing	447	2.08
TOTALS		21444	100.00

Variable Name: S1INOUTST

Position: 1063 - 1064, Format: N2.

Variable Label: S1 G07 9th grader is more likely to go to public in-state/out-of-state college

Variable Description:

- Are you more likely to attend an in-state or out of state 4-year college, or have you not thought about it yet?

In-state

Out of state

Haven't thought about this

Code	Value Label	Frequency	Percentage
1	In-state	2604	12.14
2	Out of state	1592	7.42
3	Haven't thought about this	889	4.15
-7	Item legitimate skip/NA	15886	74.08

-9	Missing	473	2.21
TOTALS		21444	100.00

Variable Name: S1TUITION

Position: 1065 - 1066, Format: N2.

Variable Label: S1 G08 9th grader has information on tuition/mandatory fees at specific college

Variable Description:

- Have you gotten information about the cost of tuition and mandatory fees at a specific [in-state public/out-of-state public/private] college?

Yes

No

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they were more likely to attend an in-state public college, an out-of-state public college, or a private college.

Code	Value Label	Frequency	Percentage
0	No	4522	21.09
1	Yes	1603	7.48
-7	Item legitimate skip/NA	14825	69.13
-9	Missing	494	2.30
TOTALS		21444	100.00

Variable Name: S1COSTIN

Position: 1067 - 1072, Format: N6.

Variable Label: S1 G09 Cost of tuition and mandatory fees at public in-state 4-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is the cost of one year's tuition and mandatory fees at that public 4-year college in your state?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

Code	Value Label	Frequency	Percentage
C	2000 - 50000	434	2.02
-7	Item legitimate skip/NA	20366	94.97
-9	Missing	644	3.00
TOTALS		21444	100.00

Variable Name: S1FEEIN

Position: 1073 - 1074, Format: N2.

Variable Label: S1 G10 What does tuition/fees at public in-state 4-year college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

Code	Value Label	Frequency	Percentage
1	Tuition and mandatory fees only	239	1.11
2	Tuition, mandatory fees, and other fees	185	0.86
-7	Item legitimate skip/NA	20366	94.97
-9	Missing	654	3.05
TOTALS		21444	100.00

Variable Name: S1COSTPRV

Position: 1075 - 1080, Format: N6.

Variable Label: S1 G11 Cost of tuition and mandatory fees at private 4-year college

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the cost of one year's tuition and mandatory fees at that private 4-year college?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1FEEPRV

Position: 1081 - 1082, Format: N2.

Variable Label: S1 G12 What does tuition/fees at private college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

Code	Value Label	Frequency	Percentage
1	Tuition and mandatory fees only	262	1.22
2	Tuition, mandatory fees, and other fees	211	0.98

-7	Item legitimate skip/NA	20387	95.07
-9	Missing	584	2.72
TOTALS		21444	100.00

Variable Name: S1COSTOUT

Position: 1083 - 1088, Format: N6.

Variable Label: S1 G13 Cost of tuition/fees at public out-of-state 4-year college

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the cost of one year's tuition and mandatory fees at that out-of-state public 4-year college?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1FEEOUT

Position: 1089 - 1090, Format: N2.

Variable Label: S1 G14 What does tuition/fees at public out-of-state 4-year college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

Code	Value Label	Frequency	Percentage
1	Tuition and mandatory fees only	179	0.83
2	Tuition, mandatory fees, and other fees	126	0.59
-7	Item legitimate skip/NA	20562	95.89
-9	Missing	577	2.69
TOTALS		21444	100.00

Variable Name: S1ESTIN

Position: 1091 - 1096, Format: N6.

Variable Label: S1 G15 Estimate of tuition and mandatory fees at public in-state 4-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is your best estimate of the cost of one year's tuition and mandatory fees at a public 4-year college in your state?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

Code	Value Label	Frequency	Percentage
C	2000 - 50000	15264	71.18
-7	Item legitimate skip/NA	600	2.80
-9	Missing	5580	26.02
TOTALS		21444	100.00

Variable Name: S1ESTFEE

Position: 1097 - 1098, Format: N2.

Variable Label: S1 G16 What does estimated cost of public in-state 4-year college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

Code	Value Label	Frequency	Percentage
1	Tuition and mandatory fees only	8570	39.96
2	Tuition, mandatory fees, and other fees	6370	29.71
-7	Item legitimate skip/NA	600	2.80
-9	Missing	5904	27.53
TOTALS		21444	100.00

Variable Name: S1ESTCONF

Position: 1099 - 1100, Format: N2.

Variable Label: S1 G17 Confidence in estimate of cost for public in-state 4-year college

Variable Description:

- How confident are you in the accuracy of your estimate of the cost of 1 year's tuition and mandatory fees at a public 4-year college in your state?

Are you...

very confident

somewhat confident or

not at all confident?

Code	Value Label	Frequency	Percentage
1	Very confident	2088	9.74
2	Somewhat confident	8760	40.85
3	Not at all confident	4277	19.94
-7	Item legitimate skip/NA	600	2.80
-9	Missing	5719	26.67

TOTALS		21444	100.00

Variable Name: S1OCC30

Position: 1101 - 1220, Format: A120

Variable Label: S1 G18 Occupation 9th grader expects to have at age 30

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- As things stand now, what is the job or occupation that you expect or plan to have at age 30?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: S1OCC30THINK

Position: 1221 - 1222, Format: N2.

Variable Label: S1 G19 How much 9th grader has thought about choice of occupation at age 30

Variable Description:

- How much have you thought about this choice? Have you thought about it...

not at all

a little

somewhat or

a lot?

Code	Value Label	Frequency	Percentage
1	Not at all	106	0.49
2	A little	1304	6.08
3	Somewhat	3355	15.65
4	A lot	10104	47.12
-7	Item legitimate skip/NA	6041	28.17
-9	Missing	534	2.49
TOTALS		21444	100.00

Variable Name: S1TALKFUTURE

Position: 1223 - 1224, Format: N2.

Variable Label: S1 G20 Whether 9th grader talks more to parents or friends about future plans

Variable Description:

- When you talk about your plans for the future, would you say you talk...

mostly to your parents

more to your parents than your friends

to your parents and your friends about the same

more to your friends than your parents

mostly to your friends or

you don't talk to your parents or to your friends about your plans for the future?

Code	Value Label	Frequency	Percentage
1	Mostly to parents	6983	32.56
2	More to parents than friends	3805	17.74
3	To parents and friends about the same	5483	25.57
4	More to friends than parents	2076	9.68
5	Mostly to friends	1149	5.36
6	Don't talk to parents/friends about plan	1403	6.54
-9	Missing	545	2.54
TOTALS		21444	100.00

Variable Name: P1RELSHP

Position: 1225 - 1226, Format: N2.

Variable Label: P1 A02 Respondent's relationship to 9th grader

Comment: Non-parent relationships recoded as "Other female/male guardian" on the public use file.

Variable Description:

- What is your relationship to [your 9th-grader]?

Biological mother

Biological father

Adoptive mother

Adoptive father

Stepmother

Stepfather

Foster mother

Foster father

Female partner of [your 9th-grader]'s parent or guardian

Male partner of [your 9th-grader]'s parent or guardian

Grandmother

Grandfather

Other female relative

Other male relative

Other female guardian

Other male guardian

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Biological mother	11678	54.46
2	Biological father	3382	15.77
3	Adoptive mother	302	1.41
4	Adoptive father	116	0.54
5	Stepmother	160	0.75
6	Stepfather	150	0.70
15	Other female guardian or relative	501	2.34
16	Other male guardian or relative	126	0.59
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	14	0.07
TOTALS		21444	100.00

Variable Name: P1HHPARENT

Position: 1227 - 1228, Format: N2.

Variable Label: P1 A03 9th grader has parent(s) living in household

Variable Description:

- Does [your 9th-grader] have biological, adoptive, step- or foster parents who live in your household?

Yes, one parent in household

Yes, two parents in household

No parents in household

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Yes, one parent in household	70	0.33
2	Yes, two parents in household	55	0.26
3	No parents in household	440	2.05
-7	Item legitimate skip/NA	15829	73.82
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	35	0.16
TOTALS		21444	100.00

Variable Name: P1HHPARREL1

Position: 1229 - 1230, Format: N2.

Variable Label: P1 A04A First resident parent's relationship to 9th grader

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [is this parent's relationship/are these parents' relationships] to [your 9th-grader]?

First Parent

Biological mother

Biological father

Adoptive mother

Adoptive father

Stepmother

Stepfather

Foster mother

Foster father

Note: Question wording was customized in the survey instrument based on whether the parent respondent indicated there were one or two biological, adoptive, step-, or foster parents living in the household; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00

TOTALS		21444	100.00

Variable Name: P1HHPARREL2

Position: 1231 - 1232, Format: N2.

Variable Label: P1 A04B Second resident parent's relationship to 9th grader

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [is this parent's relationship/are these parents' relationships] to [your 9th-grader]?

Second Parent

Biological mother

Biological father

Adoptive mother

Adoptive father

Stepmother

Stepfather

Foster mother

Foster father

Note: Question wording was customized in the survey instrument based on whether the parent respondent indicated there were one or two biological, adoptive, step-, or foster parents living in the household; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1SPOUSE

Position: 1233 - 1234, Format: N2.

Variable Label: P1 A05 Respondent has a spouse/partner who lives in household

Variable Description:

- Do you have a spouse or partner who lives in the same household as you and [your 9th-grader]?

Yes, a spouse

Yes, a partner

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Yes, a spouse	11981	55.87
2	Yes, a partner	765	3.57
3	No	3540	16.51
-7	Item legitimate skip/NA	125	0.58
-8	Unit non-response/component not applicable	5015	23.39

-9	Missing	18	0.08
TOTALS		21444	100.00

Variable Name: P1SPSREL

Position: 1235 - 1236, Format: N2.

Variable Label: P1 A06 Respondent's spouse/partner's relationship to 9th grade

Comment: Non-parent relationships recoded as "Other female/male guardian" on the public use file.

Variable Description:

- What is your [spouse/partner]'s relationship to [your 9th-grader]?

Biological mother

Biological father

Adoptive mother

Adoptive father

Stepmother

Stepfather

Foster mother

Foster father

Female partner of 9th grader's parent or guardian

Male partner of 9th grader's parent or guardian

Grandmother

Grandfather

Other female relative

Other male relative

Other female guardian

Other male guardian

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader", and either "spouse" or "partner" was displayed based on whether the respondent indicated they had a spouse or partner living in the same household.

Code	Value Label	Frequency	Percentage
1	Biological mother	2663	12.42
2	Biological father	7157	33.38
3	Adoptive mother	85	0.40
4	Adoptive father	322	1.50
5	Stepmother	320	1.49
6	Stepfather	1581	7.37
15	Other female guardian or relative	113	0.53
16	Other male guardian or relative	497	2.32
-7	Item legitimate skip/NA	3665	17.09
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	26	0.12

TOTALS		21444	100.00

Variable Name: P1MARSTAT

Position: 1237 - 1238, Format: N2.

Variable Label: P1 A07 Parent 1's marital status

Variable Description:

- [What is [your/this parent's] current marital status?/What is the marital relationship of these parents?]

Married

Divorced

Separated

Never Married

Widowed

Note: Question wording was customized in the survey instrument based on whether the respondent was parent #1, and based on whether there was a parent #2 living in the household; this variable was logically imputed to "married" for cases where BPSPOUSE=1.

Code	Value Label	Frequency	Percentage
1	Married	12223	57.00
2	Divorced	2075	9.68
3	Separated	525	2.45
4	Never Married	978	4.56
5	Widowed	294	1.37
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	334	1.56
TOTALS		21444	100.00

Variable Name: P1HHLT18

Position: 1239 - 1240, Format: N2.

Variable Label: P1 A08A Number of household residents less than 18 years of age

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- We would like to know how many people live in your household including yourself, [any parents/guardians], and [your 9th-grader].

How many people living in your household are...

under the age of 18?

18 years of age or older?

Note: Question wording was customized to reflect the relationship of parent #1 (and, where applicable, parent #2) to the parent questionnaire respondent; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1HHGE18

Position: 1241 - 1242, Format: N2.

Variable Label: P1 A08B Number of household residents 18 years or older

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- We would like to know how many people live in your household including yourself, [any parents/guardians], and [your 9th-grader].

How many people living in your household are...

under the age of 18?

18 years of age or older?

Note: Question wording was customized to reflect the relationship of parent #1 (and, where applicable, parent #2) to the parent questionnaire respondent; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1HHTIME

Position: 1243 - 1244, Format: N2.

Variable Label: P1 A09 How much of the time 9th grader lives with respondent

Variable Description:

- How much of the time does [your 9th-grader] live with you?

All of the time

More than half of the time

Half of the time

Less than half of the time or

None of the time

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	All of the time	14275	66.57
2	More than half of the time	617	2.88
3	Half of the time	319	1.49
4	Less than half of the time or	184	0.86
5	None of the time	42	0.20
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	992	4.63
TOTALS		21444	100.00

Variable Name: P1HHOTHR

Position: 1245 - 1246, Format: N2.

Variable Label: P1 A10 Where 9th grader lives when not living with respondent

Comment: Sparse values recoded to "Other" on the public use file.

Variable Description:

- With whom does [he/she/your 9th-grader] live most of the time when not living with you?

With another parent

With another adult relative

With a friend

At boarding school

With a nonrelated adult guardian(s)

By [himself/herself/himself or herself]

Other

Note: Question/response wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
1	With another parent	1010	4.71
2	With another adult relative	84	0.39
4	At boarding school	38	0.18
7	Other	27	0.13
-7	Item legitimate skip/NA	14275	66.57
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	995	4.64
TOTALS		21444	100.00

Variable Name: P1HSSIB

Position: 1247 - 1248, Format: N2.

Variable Label: P1 A11 9th grader has sibling who attends/attended his/her HS in last 5 years

Variable Description:

- Does [your 9th-grader] have any siblings who are currently attending [your 9th-grader's school] or have attended [your 9th-grader's school] within the past 5 years? Please include all brothers and sisters including adopted siblings, stepsiblings, and foster siblings.

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader", and the name of the sample member's school appeared in place of "your 9th-grader's school".

Code	Value Label	Frequency	Percentage
0	No	8233	38.39
1	Yes	7213	33.64

-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	983	4.58
TOTALS		21444	100.00

Variable Name: P1OLDERSIB

Position: 1249 - 1250, Format: N2.

Variable Label: P1 A12 Number of older siblings

Variable Description:

- How many older siblings does [your 9th-grader] have? Please include all older brothers and sisters including adopted siblings, stepsiblings, and foster siblings.

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
C	0 - 9	15418	71.90
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1011	4.71
TOTALS		21444	100.00

Variable Name: P1HISP1

Position: 1251 - 1252, Format: N2.

Variable Label: P1 B01 Parent 1 is Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Are you/Is parent #1] Hispanic or [Latino/Latina]?

Yes

No

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1HISPOR1

Position: 1253 - 1254, Format: N2.

Variable Label: P1 B02 Parent 1's Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which one of the following [are you/is parent #1]?

Mexican, Mexican-American or Chicano/Chicana

Cuban

Dominican

Puerto Rican

Central American (such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran)

South American (such as Colombian, Argentinean, or Peruvian) or

Other Hispanic or [Latino/Latina]

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1WHITE1

Position: 1255 - 1256, Format: N2.

Variable Label: P1 B03A Parent 1 is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent #1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

Which of the following choices describe [your/parent #1's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender. The bracketed introductory statement above was displayed if the respondent indicated that they/parent #1 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1BLACK1

Position: 1257 - 1258, Format: N2.

Variable Label: P1 B03B Parent 1 is Black/African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent #1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

Which of the following choices describe [your/parent #1's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender. The bracketed introductory statement above was displayed if the respondent indicated that they/parent #1 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1ASIAN1

Position: 1259 - 1260, Format: N2.

Variable Label: P1 B03C Parent 1 is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent #1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

Which of the following choices describe [your/parent #1's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender. The bracketed introductory statement above was displayed if the respondent indicated that they/parent #1 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1PACISLE1

Position: 1261 - 1262, Format: N2.

Variable Label: P1 B03D Parent 1 is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent #1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

Which of the following choices describe [your/parent #1's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender. The bracketed introductory statement above was displayed if the respondent indicated that they/parent #1 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1AMINDIAN1

Position: 1263 - 1264, Format: N2.

Variable Label: P1 B03E Parent 1 is American Indian/Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent #1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

Which of the following choices describe [your/parent #1's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender. The bracketed introductory statement above was displayed if the respondent indicated that they/parent #1 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1ASIANOR1

Position: 1265 - 1266, Format: N2.

Variable Label: P1 B04 Parent 1's Asian origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which one of the following [are you/is parent #1]?

Chinese

Filipino

Southeast Asian such as Vietnamese or Thai

South Asian such as Asian Indian or Sri Lankan or

Other Asian

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1YRBORN1

Position: 1267 - 1270, Format: N4.

Variable Label: P1 B05 Parent 1's birth year

Comment: Years before 1944 recoded as 1944 and years after 1981 recoded as 1981 on the public use file.

Variable Description:

- In what year [were you/was parent #1] born?

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

Code	Value Label	Frequency	Percentage
C	1944 - 1981	15551	72.52
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	878	4.09
TOTALS		21444	100.00

Variable Name: P1USBORN1

Position: 1271 - 1272, Format: N2.

Variable Label: P1 B06 Parent 1 was born in U.S.

Variable Description:

- [Were you/was parent #1] born in the United States, in Puerto Rico or another U.S. territory, or in another country?

United States

Puerto Rico or another U.S. territory

Another country

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

Code	Value Label	Frequency	Percentage

1	United States	12383	57.75
2	Puerto Rico or another U.S. territory	124	0.58
3	Another country	3137	14.63
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	785	3.66
TOTALS		21444	100.00

Variable Name: P1COUNTRY1

Position: 1273 - 1275, Format: N3.

Variable Label: P1 B07 Country in which Parent 1 was born

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which country [were you/was parent #1] born?

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1USYR1

Position: 1276 - 1279, Format: N4.

Variable Label: P1 B08 Year Parent 1 came to U.S. to stay

Comment: Years before 1973 recoded as 1973 and years after 2009 recoded as 2009 on the public use file.

Variable Description:

- In what year did [you/parent #1] come to the United States to stay permanently?

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

9999 values are coded where the repondent checked "Not in the US to stay permanently".

Code	Value Label	Frequency	Percentage
C	1973 - 2009	3116	14.53
-7	Item legitimate skip/NA	12383	57.75
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	930	4.34
TOTALS		21444	100.00

Variable Name: P1HISP2

Position: 1280 - 1281, Format: N2.

Variable Label: P1 B09 Parent 2 is Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [parent #2] Hispanic or [Latino/Latina]?

Yes

No

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on parent #2's gender.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1HISPOR2

Position: 1282 - 1283, Format: N2.

Variable Label: P1 B10 Parent 2's Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which one of the following is [parent #2]?

Mexican, Mexican-American or [Chicano/Chicana]

Cuban

Dominican

Puerto Rican

Central American (such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran)

South American (such as Colombian, Argentinean, or Peruvian) or

Other Hispanic or [Latino/Latina]

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; response wording was also customized based on parent #2's gender.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1WHITE2

Position: 1284 - 1285, Format: N2.

Variable Label: P1 B11A Parent 2 is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [parent #2's] Hispanic background, we would also like to know about [parent #2's] racial background.]

Which of the following choices describe [parent #2's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; the bracketed introductory statement above was displayed if the respondent indicated that parent #2 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1BLACK2

Position: 1286 - 1287, Format: N2.

Variable Label: P1 B11B Parent 2 is Black/African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [parent #2's] Hispanic background, we would also like to know about [parent #2's] racial background.]

Which of the following choices describe [parent #2's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; the bracketed introductory statement above was displayed if the respondent indicated that parent #2 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1ASIAN2

Position: 1288 - 1289, Format: N2.

Variable Label: P1 B11C Parent 2 is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [parent #2's] Hispanic background, we would also like to know about [parent #2's] racial background.]

Which of the following choices describe [parent #2's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; the bracketed introductory statement above was displayed if the respondent indicated that parent #2 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1PACISLE2

Position: 1290 - 1291, Format: N2.

Variable Label: P1 B11D Parent 2 is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [parent #2's] Hispanic background, we would also like to know about [parent #2's] racial background.]

Which of the following choices describe [parent #2's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; the bracketed introductory statement above was displayed if the respondent indicated that parent #2 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1AMINDIAN2

Position: 1292 - 1293, Format: N2.

Variable Label: P1 B11E Parent 2 is American Indian or Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [parent #2's] Hispanic background, we would also like to know about [parent #2's] racial background.]

Which of the following choices describe [parent #2's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; the bracketed introductory statement above was displayed if the respondent indicated that parent #2 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1ASIANOR2

Position: 1294 - 1295, Format: N2.

Variable Label: P1 B12 Parent 2's Asian origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which one of the following is [parent #2]?

Chinese

Filipino

Southeast Asian such as Vietnamese or Thai

South Asian such as Asian Indian or Sri Lankan or

Other Asian

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1YRBORN2

Position: 1296 - 1299, Format: N4.

Variable Label: P1 B13 Parent 2's birth year

Comment: Years before 1944 recoded as 1944 and years after 1981 recoded as 1981 on the public use file.

Variable Description:

- In what year was [parent #2] born?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
C	1944 - 1981	12220	56.99
-7	Item legitimate skip/NA	3540	16.51
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	669	3.12
TOTALS		21444	100.00

Variable Name: P1USBORN2

Position: 1300 - 1301, Format: N2.

Variable Label: P1 B14 Parent 2 was born in U.S.

Variable Description:

- Was [parent #2] born in the United States, in Puerto Rico or another U.S. territory, or in another country?

  United States

  Puerto Rico or another U.S. territory

  Another country

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
1	United States	9449	44.06
2	Puerto Rico or another U.S. territory	93	0.43
3	Another country	2781	12.97
-7	Item legitimate skip/NA	3540	16.51
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	566	2.64
TOTALS		21444	100.00

Variable Name: P1COUNTRY2

Position: 1302 - 1304, Format: N3.

Variable Label: P1 B15 Country in which Parent 2 was born

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which country was [parent #2] born?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1USYR2

Position: 1305 - 1308, Format: N4.

Variable Label: P1 B16 Year Parent 2 came to U.S. to stay

Comment: Years before 1973 recoded as 1973 on the public use file.

Variable Description:

- In what year did [parent #2] come to the United States to stay permanently?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian. 9999 values are coded where the repondent checked "Not in the US to stay permanently".

Code	Value Label	Frequency	Percentage
C	1973 - 2009	2631	12.27
-7	Item legitimate skip/NA	12989	60.57
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	809	3.77
TOTALS		21444	100.00

Variable Name: P1USBORN9

Position: 1309 - 1310, Format: N2.

Variable Label: P1 B17 Whether student was born in the U.S.

Variable Description:

- Now we have a question about your 9th grader.

Was [your 9th-grader] born in the United States, in Puerto Rico or another U.S. territory, or in another country?

United States

Puerto Rico or another U.S. territory

Another country

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage

1	United States	14392	67.11
2	Puerto Rico or another U.S. territory	62	0.29
3	Another country	1187	5.54
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	788	3.67
TOTALS		21444	100.00

Variable Name: P1COUNTRY9

Position: 1311 - 1313, Format: N3.

Variable Label: P1 B18 Country in which student was born

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which country was [he/she] born?

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1USYR9

Position: 1314 - 1317, Format: N4.

Variable Label: P1 B19 Year student came to the U.S. to stay

Comment: Years before 1994 recoded as 1994 on the public use file.

Variable Description:

- In what year did [he/she] come to the United States to stay permanently?

Note: Question wording was customized in the survey instrument based on the sample member's gender. 9999 values are coded where the repondent checked "Not in the US to stay permanently".

Code	Value Label	Frequency	Percentage
C	1994 - 2009	1214	5.66
-7	Item legitimate skip/NA	14392	67.11
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	823	3.84
TOTALS		21444	100.00

Variable Name: P1USGRADE

Position: 1318 - 1319, Format: N2.

Variable Label: P1 B20 Grade level 9th grader was placed in when started school in U.S.

Variable Description:

- In what grade was [your 9th-grader] placed when [he/she] started school in the United States?

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Pre-kindergarten	299	1.39
2	Kindergarten	305	1.42
3	1st grade	107	0.50
4	2nd grade	69	0.32
5	3rd grade	67	0.31
6	4th grade	79	0.37
7	5th grade	63	0.29
8	6th grade	65	0.30
9	7th grade	69	0.32
10	8th grade	46	0.21
11	9th grade	50	0.23
-7	Item legitimate skip/NA	14392	67.11
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	818	3.81
TOTALS		21444	100.00

Variable Name: P1HOMELANG

Position: 1320 - 1321, Format: N2.

Variable Label: P1 B21 Language other than English is regularly spoken in home

Variable Description:

- Is any language other than English regularly spoken in your home?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	12236	57.06
1	Yes	3406	15.88
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	787	3.67
TOTALS		21444	100.00

Variable Name: P1SPANISH

Position: 1322 - 1323, Format: N2.

Variable Label: P1 B22A Spanish is regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1EUROLANG

Position: 1324 - 1325, Format: N2.

Variable Label: P1 B22B Other European language is regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1CHINESE

Position: 1326 - 1327, Format: N2.

Variable Label: P1 B22C Chinese language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1FILIPINO

Position: 1328 - 1329, Format: N2.

Variable Label: P1 B22D Filipino language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1SEASIAN

Position: 1330 - 1331, Format: N2.

Variable Label: P1 B22E Southeast Asian language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1SASIAN

Position: 1332 - 1333, Format: N2.

Variable Label: P1 B22F South Asian language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1OTHRASIAN

Position: 1334 - 1335, Format: N2.

Variable Label: P1 B22G Other Asian language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1MIDEAST

Position: 1336 - 1337, Format: N2.

Variable Label: P1 B22H Middle Eastern language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1OTHRLANG

Position: 1338 - 1339, Format: N2.

Variable Label: P1 B22I Other language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1ENGLISH

Position: 1340 - 1341, Format: N2.

Variable Label: P1 B23 English is regularly spoken in home

Variable Description:

- Is English also regularly spoken in your home?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	377	1.76
1	Yes	3024	14.10
-7	Item legitimate skip/NA	12236	57.06
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	792	3.69
TOTALS		21444	100.00

Variable Name: P1RSPLANG

Position: 1342 - 1343, Format: N2.

Variable Label: P1 B24 Language respondent usually speaks to 9th grader in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What language do you usually speak to [your 9th-grader] in your home?

English

Spanish

A European language other than Spanish (such as French, German or Russian)

A Chinese language

A Filipino language

A Southeast Asian language (such as Vietnamese, Thai, or Cambodian)

A South Asian language (such as Hindi or Tamil)

An Asian language (such as Japanese or Korean)

A Middle Eastern language (such as Arabic or Farsi)

Another language

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader". If the parent respondent indicated that only one language was spoken in their home, and that language was a non-English language, P1RSPLANG was not asked but was logically imputed as being that non-English language.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1LANG9

Position: 1344 - 1345, Format: N2.

Variable Label: P1 B25 Language 9th grader usually speaks to respondent in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What language does [he/she] usually speak to you in your home?

English

Spanish

A European language other than Spanish (such as French, German or Russian)

A Chinese language

A Filipino language

A Southeast Asian language (such as Vietnamese, Thai, or Cambodian)

A South Asian language (such as Hindi or Tamil)

An Asian language (such as Japanese or Korean)

A Middle Eastern language (such as Arabic or Farsi)

Another language

Note: Question wording was customized in the survey instrument based on the sample member's gender. If the parent respondent indicated that only one language was spoken in their home, and that language was a non-English language, P1LANG9 was not asked but was logically imputed as being that non-English language.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1DIFSCHLNG

Position: 1346 - 1347, Format: N2.

Variable Label: P1 B26 Difficulty joining in school events because speaks non-English language

Variable Description:

- How difficult is it for you to participate in activities at [your 9th-grader]'s school because you or members of your family speak a language other than English? Would you say...

very difficult

somewhat difficult or

not at all difficult?

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Very difficult	207	0.97
2	Somewhat difficult	735	3.43
3	Not at all difficult	2159	10.07
-7	Item legitimate skip/NA	12236	57.06
-8	Unit non-response/component not applicable	5015	23.39

-9	Missing	1092	5.09
TOTALS		21444	100.00

Variable Name: P1ELLEVER

Position: 1348 - 1349, Format: N2.

Variable Label: P1 B27 Whether 9th grader ever in English Language Learners program

Variable Description:

- Has [your 9th-grader] ever been enrolled in a program for English language learners (ELLs) such as English as a Second Language (ESL), English immersion, or bilingual education?

Yes

No

Don't know

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Yes	1243	5.80
2	No	13958	65.09
3	Don't know	227	1.06
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1001	4.67
TOTALS		21444	100.00

Variable Name: P1ELLNOW

Position: 1350 - 1351, Format: N2.

Variable Label: P1 B28 Whether 9th grader currently in English Language Learners program

Variable Description:

- Is [he/she] currently enrolled in an English as a Second Language (ESL), English immersion, or bilingual education program?

Yes

No

Don't know

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
1	Yes	345	1.61
2	No	835	3.89
3	Don't know	59	0.28
-7	Item legitimate skip/NA	14185	66.15
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1005	4.69

TOTALS		21444	100.00

Variable Name: P1HIDEG1

Position: 1352 - 1353, Format: N2.

Variable Label: P1 C01 Parent 1's highest degree earned

Comment: "Educational Specialist diploma" recoded as "Master's degree" on the public use file.

Variable Description:

- What is the highest level of education [you have/parent #1 has] completed?

Less than high school

High school diploma or GED

Associate's degree

Bachelor's degree

Master's degree

Educational Specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

The composite variable X1PAR1EDU includes all non-missing values for P1HIDEG1, as well as imputed values wherever P1HIDEG1 is missing.

Code	Value Label	Frequency	Percentage
1	Less than high school	1280	5.97
2	High school diploma or GED	6565	30.61
3	Associate's degree	2494	11.63
4	Bachelor's degree	3791	17.68
5	Master's degree	1560	7.27
7	Ph.D/M.D/Law/other high lvl prof degree	555	2.59
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	184	0.86
TOTALS		21444	100.00

Variable Name: P1HIMAJV1

Position: 1354 - 1453, Format: A100

Variable Label: P1 C02A Parent 1's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [your/parent #1's] [highest degree completed]?

(Please type [parent #1's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized such that the type of degree earned by parent #1 was displayed in place of "highest degree completed".

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1HIMAJ21

Position: 1454 - 1455, Format: N2.

Variable Label: P1 C02B Parent 1's major for highest level of education 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was the major field of study for [your/parent #1's] [highest degree completed]?

(Please type [parent #1's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized such that the type of degree earned by parent #1 was displayed in place of "highest degree completed".

Code	Value Label	Frequency	Percentage
1	Agriculture, Agriculture Operations, and Related Sciences	67	0.31
4	Architecture and Related Services	42	0.20
9	Communication, Journalism, and Related Programs	154	0.72
11	Computer and Information Sciences and Support Services	302	1.41
13	Education	1113	5.19
14	Engineering	381	1.78
15	Engineering Technologies/Technicians	96	0.45
16	Foreign languages, literatures, and Linguistics	32	0.15
19	Family and Consumer Sciences/Human Sciences	74	0.35
22	Legal Professions and Studies	256	1.19
23	English Language and Literature/Letters	112	0.52
24	Liberal Arts and Sciences, General Studies and Humanities	202	0.94
26	Biological and Biomedical Sciences	224	1.04
27	Mathematics and Statistics	69	0.32
30	Multi/Interdisciplinary Studies	34	0.16
40	Physical Sciences	94	0.44
42	Psychology	196	0.91
43	Security and Protective Services	122	0.57
44	Public Administration and Social Service Professions	141	0.66
45	Social Sciences	242	1.13

50	Visual and Performing Arts	149	0.69
51	Health Professions and Related Clinical Sciences	1436	6.70
52	Business, Management, Marketing, and Related Support Services	2001	9.33
54	History	53	0.25
99	Uncodeable	427	1.99
-7	Item legitimate skip/NA	7845	36.58
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	565	2.63
TOTALS		21444	100.00

Variable Name: P1HIMAJ61

Position: 1456 - 1462, Format: A7

Variable Label: P1 C02C Parent 1's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [your/parent #1's] [highest degree completed]?

(Please type [parent #1's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized such that the type of degree earned by parent #1 was displayed in place of "highest degree completed".

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1BAMAJV1

Position: 1463 - 1562, Format: A100

Variable Label: P1 C03A Parent 1's major for Bachelor's degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [your/parent #1's] Bachelor's degree?

(Please type [parent #1's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian. P1BAMAJV1 was logically imputed to P1HIMAJV1 for cases where the respondent indicated that parent #1's highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1BAMAJ21

Position: 1563 - 1564, Format: N2.

Variable Label: P1 C03B Parent 1's major for Bachelor's degree 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was the major field of study for [your/parent #1's] Bachelor's degree?

(Please type [parent #1's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian. P1BAMAJ21 was logically imputed to P1HIMAJ21 for cases where the respondent indicated that parent #1's highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
1	Agriculture, Agriculture Operations, and Related Sciences	56	0.26
4	Architecture and Related Services	31	0.14
9	Communication, Journalism, and Related Programs	167	0.78
11	Computer and Information Sciences and Support Services	172	0.80
13	Education	816	3.81
14	Engineering	388	1.81
15	Engineering Technologies/Technicians	33	0.15
16	Foreign languages, literatures, and Linguistics	41	0.19
19	Family and Consumer Sciences/Human Sciences	51	0.24
22	Legal Professions and Studies	50	0.23
23	English Language and Literature/Letters	144	0.67
24	Liberal Arts and Sciences, General Studies and Humanities	111	0.52
26	Biological and Biomedical Sciences	299	1.39
27	Mathematics and Statistics	82	0.38
30	Multi/Interdisciplinary Studies	38	0.18
40	Physical Sciences	122	0.57
42	Psychology	242	1.13
43	Security and Protective Services	77	0.36
44	Public Administration and Social Service Professions	83	0.39
45	Social Sciences	329	1.53
50	Visual and Performing Arts	120	0.56
51	Health Professions and Related Clinical Sciences	665	3.10

52	Business, Management, Marketing, and Related Support Services	1265	5.90
54	History	73	0.34
99	Uncodeable	179	0.83
-7	Item legitimate skip/NA	10339	48.21
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	456	2.13
TOTALS		21444	100.00

Variable Name: P1BAMAJ61

Position: 1565 - 1571, Format: A7

Variable Label: P1 C03C Parent 1's major for Bachelor's degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [your/parent #1's] Bachelor's degree?

(Please type [parent #1's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian. P1BAMAJ61 was logically imputed to P1HIMAJ61 for cases where the respondent indicated that parent #1's highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1STARTDEG1

Position: 1572 - 1573, Format: N2.

Variable Label: P1 C04 Parent 1 has started but not completed more advanced degree

Variable Description:

- [Have you/Has parent #1] started, but not completed, any work on a degree beyond [highest degree completed]?

(If [you have/parent #1 has] started more than one of the degrees listed below, please select the higher degree.)

No, [you have/parent #1 has] not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized such that the type of degree earned by parent #1 was displayed in place of "highest degree earned". Response options were conditionally displayed based on parent 1's highest degree completed.

Code	Value Label	Frequency	Percentage
1	Has not started any other degree	10409	48.54

2	Started an Associate's degree	1937	9.03
3	Started a Bachelor's degree	1277	5.96
4	Started a Master's degree	720	3.36
5	Started an Education Specialist diploma	125	0.58
6	Started Ph.D/M.D/Law/other prof degree	176	0.82
-7	Item legitimate skip/NA	555	2.59
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1230	5.74
TOTALS		21444	100.00

Variable Name: P1JOBNOW1

Position: 1574 - 1575, Format: N2.

Variable Label: P1 C05 Parent 1 currently holds a job

Variable Description:

- During the past week, did [you/parent #1] work for pay or income? (If [you/parent #1] held a job but [was/were] not working because of temporary illness, vacation, strike, or jury duty answer “yes.”)

Yes

No

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

Code	Value Label	Frequency	Percentage
0	No	4304	20.07
1	Yes	11377	53.05
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	748	3.49
TOTALS		21444	100.00

Variable Name: P1JOBEVER1

Position: 1576 - 1577, Format: N2.

Variable Label: P1 C06 Parent 1 has ever held a job

Variable Description:

- [Have you/Has parent #1] ever held a regular job for pay or income?

Yes

No

Notes: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

This item was not administered to respondents who indicated that parent #1 was currently working, but was logically imputed to 1 for such cases (i.e. when P1JOBNOW1=1).

This item was not included in the PAPI questionnaire, but was logically imputed to 1 when the PAPI respondent provided a job title and/or duties for parent #1.

Code	Value Label	Frequency	Percentage
0	No	526	2.45
1	Yes	15843	73.88
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	60	0.28
TOTALS		21444	100.00

Variable Name: P1HOURS1

Position: 1578 - 1580, Format: N3.

Variable Label: P1 C07 Hours Parent 1 works/worked per week

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- About how many total hours per week [do/does/did] [you/he/she] usually work for pay or income, counting all jobs?

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on whether parent #1 was currently working.

Code	Value Label	Frequency	Percentage
C	8 - 81	14698	68.54
-7	Item legitimate skip/NA	526	2.45
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1205	5.62
TOTALS		21444	100.00

Variable Name: P1JOB2ONET1

Position: 1581 - 1582, Format: N2.

Variable Label: P1 C08C Parent 1's job's 2-digit O*NET code

Variable Description:

- [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/she/he] [have/has/had] more than one job, describe the one at which [you/she/he] [work/works/worked] the most hours. What [do/does/did] [you/she/he] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?"

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender and whether they were currently working. The composite variable X1PAR1OCC2 includes all non-missing values for BPJ1CC2, as well as imputed values where BPJ1CC2 is missing.

Code	Value Label	Frequency	Percentage
11	Management Occupations	2245	10.47
13	Business and Financial Operations Occupations	755	3.52
15	Computer and Mathematical Occupations	354	1.65

17	Architecture and Engineering Occupations	265	1.24
19	Life, Physical, and Social Science Occupations	195	0.91
21	Community and Social Services Occupations	354	1.65
23	Legal Occupations	199	0.93
25	Education, Training, and Library Occupations	1501	7.00
27	Arts, Design, Entertainment, Sports, and Media Occupations	223	1.04
29	Healthcare Practitioners and Technical Occupations	1369	6.38
31	Healthcare Support Occupations	640	2.98
33	Protective Service Occupations	223	1.04
35	Food Preparation and Serving Related Occupations	623	2.91
37	Building and Grounds Cleaning and Maintenance Occupations	354	1.65
39	Personal Care and Service Occupations	606	2.83
41	Sales and Related Occupations	1102	5.14
43	Office and Administrative Support Occupations	2355	10.98
45	Farming, Fishing, and Forestry Occupations	126	0.59
47	Construction and Extraction Occupations	315	1.47
49	Installation, Maintenance, and Repair Occupations	292	1.36
51	Production Occupations	901	4.20
53	Transportation and Material Moving Occupations	480	2.24
55	Military Specific Occupations	66	0.31
99	Uncodeable	100	0.47
-7	Item legitimate skip/NA	526	2.45
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	260	1.21
TOTALS		21444	100.00

Variable Name: P1JOB6ONET1

Position: 1583 - 1588, Format: A6

Variable Label: P1 C08D Parent 1's job's 6-digit O*NET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/she/he] [have/has/had] more than one job, describe the one at which [you/she/he] [work/works/worked] the most hours. What [do/does/did] [you/she/he] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?"

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender and whether they were currently working.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1JOBDV1

Position: 1589 - 1788, Format: A200

Variable Label: P1 C08B Parent 1's job duties-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/she/he] [have/has/had] more than one job, describe the one at which [you/she/he] [work/works/worked] the most hours. What [do/does/did] [you/she/he] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?"

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender and whether they were currently working.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1JOBTV1

Position: 1789 - 1888, Format: A100

Variable Label: P1 C08A Parent 1's job title-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/she/he] [have/has/had] more than one job, describe the one at which [you/she/he] [work/works/worked] the most hours. What [do/does/did] [you/she/he] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?"

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender and whether they were currently working.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1HIDEG2

Position: 1889 - 1890, Format: N2.

Variable Label: P1 C09 Parent 2's highest degree earned

Comment: "Educational Specialist diploma" recoded as "Master's degree" on the public use file.

Variable Description:

- What is the highest level of education [parent #2] has completed?

Less than high school

High school diploma or GED

Associate's degree

Bachelor's degree

Master's degree

Educational Specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian. The composite variable X1PAR2EDU includes all non-missing values for P1HIDEG2, as well as imputed values where P1HIDEG2 is missing.

Code	Value Label	Frequency	Percentage
1	Less than high school	1255	5.85
2	High school diploma or GED	5405	25.21
3	Associate's degree	1538	7.17
4	Bachelor's degree	2757	12.86
5	Master's degree	997	4.65
7	Ph.D/M.D/Law/other high lvl prof degree	682	3.18
-7	Item legitimate skip/NA	3540	16.51
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	255	1.19
TOTALS		21444	100.00

Variable Name: P1HIMAJV2

Position: 1891 - 1990, Format: A100

Variable Label: P1 C10A Parent 2's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [parent #2's] [highest degree completed]?

(Please type [parent #2's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized to reflect parent #2's highest degree completed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1HIMAJ22

Position: 1991 - 1992, Format: N2.

Variable Label: P1 C10B Parent 2's major for highest level of education 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was the major field of study for [parent #2's] [highest degree completed]?

(Please type [parent #2's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized to reflect parent #2's highest degree completed.

Code	Value Label	Frequency	Percentage
1	Agriculture, Agriculture Operations, and Related Sciences	93	0.43
4	Architecture and Related Services	53	0.25
9	Communication, Journalism, and Related Programs	75	0.35
11	Computer and Information Sciences and Support Services	287	1.34
13	Education	433	2.02
14	Engineering	558	2.60
15	Engineering Technologies/Technicians	144	0.67
22	Legal Professions and Studies	182	0.85
23	English Language and Literature/Letters	50	0.23
24	Liberal Arts and Sciences, General Studies and Humanities	124	0.58
26	Biological and Biomedical Sciences	134	0.62
27	Mathematics and Statistics	44	0.21

39	Theology and Religious Vocations	60	0.28
40	Physical Sciences	96	0.45
42	Psychology	89	0.42
43	Security and Protective Services	124	0.58
45	Social Sciences	153	0.71
50	Visual and Performing Arts	120	0.56
51	Health Professions and Related Clinical Sciences	684	3.19
52	Business, Management, Marketing, and Related Support Services	1500	6.99
54	History	32	0.15
99	Uncodeable	590	2.75
-7	Item legitimate skip/NA	10200	47.57
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	604	2.82
TOTALS		21444	100.00

Variable Name: P1HIMAJ62

Position: 1993 - 1999, Format: A7

Variable Label: P1 C10C Parent 2's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [parent #2's] [highest degree completed]?

(Please type [parent #2's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized to reflect parent #2's highest degree completed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1BAMAJV2

Position: 2000 - 2099, Format: A100

Variable Label: P1 C11A Parent 2's major for Bachelor's degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [parent #2's] Bachelor's degree?

(Please type [parent #2's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1BAMAJ62

Position: 2100 - 2106, Format: A7

Variable Label: P1 C11C Parent 2's major for Bachelor's degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [parent #2's] Bachelor's degree?

(Please type [parent #2's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1BAMAJ22

Position: 2107 - 2108, Format: N2.

Variable Label: P1 C11B Parent 2's major for Bachelor's degree 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was the major field of study for [parent #2's] Bachelor's degree?

(Please type [parent #2's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
1	Agriculture, Agriculture Operations, and Related Sciences	68	0.32
4	Architecture and Related Services	39	0.18
9	Communication, Journalism, and Related Programs	76	0.35
11	Computer and Information Sciences and Support Services	174	0.81
13	Education	338	1.58
14	Engineering	519	2.42
15	Engineering Technologies/Technicians	61	0.28
22	Legal Professions and Studies	31	0.14
23	English Language and Literature/Letters	71	0.33

24	Liberal Arts and Sciences, General Studies and Humanities	75	0.35
26	Biological and Biomedical Sciences	223	1.04
27	Mathematics and Statistics	55	0.26
39	Theology and Religious Vocations	34	0.16
40	Physical Sciences	136	0.63
42	Psychology	100	0.47
43	Security and Protective Services	78	0.36
45	Social Sciences	218	1.02
50	Visual and Performing Arts	99	0.46
51	Health Professions and Related Clinical Sciences	357	1.66
52	Business, Management, Marketing, and Related Support Services	1116	5.20
54	History	55	0.26
99	Uncodeable	266	1.24
-7	Item legitimate skip/NA	11738	54.74
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	502	2.34
TOTALS		21444	100.00

Variable Name: P1STARTDEG2

Position: 2109 - 2110, Format: N2.

Variable Label: P1 C12 Parent 2 has started but not completed more advanced degree

Variable Description:

- Has [parent #2] started, but not completed, any work on a degree beyond [highest degree completed]?

(If [he/she] has started more than one of the degrees listed below, please select the higher degree.)

No, [he/she] has not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on parent #2's gender. Response options were conditionally displayed based on parent #2's highest degree completed.

Code	Value Label	Frequency	Percentage
1	Has not started any other degree	8810	41.08

2	Started an Associate's degree	1126	5.25
3	Started a Bachelor's degree	777	3.62
4	Started a Master's degree	319	1.49
5	Started an Education Specialist diploma	30	0.14
6	Started Ph.D/M.D/Law/other prof degree	115	0.54
-7	Item legitimate skip/NA	4222	19.69
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1030	4.80
TOTALS		21444	100.00

Variable Name: P1JOBNOW2

Position: 2111 - 2112, Format: N2.

Variable Label: P1 C13 Parent 2 currently holds a job

Variable Description:

- During the past week, did [parent #2] work for pay or income?

(If [he/she] held a job but was not working because of temporary illness, vacation, strike, or jury duty answer “yes.”)

Yes

No

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on parent #2's gender.

Code	Value Label	Frequency	Percentage
0	No	2397	11.18
1	Yes	9897	46.15
-7	Item legitimate skip/NA	3540	16.51
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	595	2.77
TOTALS		21444	100.00

Variable Name: P1JOBEVER2

Position: 2113 - 2114, Format: N2.

Variable Label: P1 C14 Parent 2 has ever held a job

Variable Description:

- Has [he/she] ever held a regular job for pay or income?

Yes

No

Note: Question wording was customized in the survey instrument based on parent #2's gender.

This item was not administered to respondents who indicated that parent #2 was currently working, but was logically imputed to 1 for such cases (i.e. when P1JOBNOW2=1).

This item was not included in the PAPI questionnaire, but was logically imputed to 1 when the PAPI respondent provided a job title and/or duties for parent #2.

Code	Value Label	Frequency	Percentage
0	No	397	1.85
1	Yes	12381	57.74
-7	Item legitimate skip/NA	3540	16.51
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	111	0.52
TOTALS		21444	100.00

Variable Name: P1HOURS2

Position: 2115 - 2117, Format: N3.

Variable Label: P1 C15 Hours Parent 2 works/worked per week

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- About how many total hours per week does [does/did] [parent #2] usually work for pay or income, counting all jobs?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on whether or not parent #2 was currently working.

Code	Value Label	Frequency	Percentage
C	8 - 81	11486	53.56
-7	Item legitimate skip/NA	3937	18.36
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1006	4.69
TOTALS		21444	100.00

Variable Name: P1JOB2ONET2

Position: 2118 - 2119, Format: N2.

Variable Label: P1 C16C Parent 2's job's 2-digit O*NET code

Variable Description:

- [What is/In [parent #2] most recent job, what was] [parent #2's] job title? If [parent #2] [has/had] more than one job, describe the one at which [parent #2] [works/worked] the most hours. What [does/did] [parent #2] do in that job? That is, what [are/were] [parent #2's] main activities or duties?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on whether or not parent #2 was currently working. The composite variable X1PAR2OCC2 includes all non-missing values for BPJ2CC2, as well as imputed values where BPJ2CC2 is missing.

Code	Value Label	Frequency	Percentage
11	Management Occupations	2073	9.67
13	Business and Financial Operations Occupations	518	2.42
15	Computer and Mathematical Occupations	369	1.72
17	Architecture and Engineering Occupations	421	1.96
19	Life, Physical, and Social Science Occupations	140	0.65
21	Community and Social Services Occupations	165	0.77
23	Legal Occupations	156	0.73
25	Education, Training, and Library Occupations	546	2.55
27	Arts, Design, Entertainment, Sports, and Media Occupations	181	0.84
29	Healthcare Practitioners and Technical Occupations	697	3.25
31	Healthcare Support Occupations	187	0.87
33	Protective Service Occupations	342	1.59
35	Food Preparation and Serving Related Occupations	305	1.42
37	Building and Grounds Cleaning and Maintenance Occupations	316	1.47
39	Personal Care and Service Occupations	224	1.04
41	Sales and Related Occupations	794	3.70
43	Office and Administrative Support Occupations	762	3.55
45	Farming, Fishing, and Forestry Occupations	145	0.68
47	Construction and Extraction Occupations	967	4.51
49	Installation, Maintenance, and Repair Occupations	792	3.69
51	Production Occupations	1096	5.11
53	Transportation and Material Moving Occupations	803	3.74

55	Military Specific Occupations	114	0.53
99	Uncodeable	88	0.41
-7	Item legitimate skip/NA	3937	18.36
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	291	1.36
TOTALS		21444	100.00

Variable Name: P1JOB6ONET2

Position: 2120 - 2125, Format: A6

Variable Label: P1 C16D Parent 2's job's 6-digit O*NET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [parent #2] most recent job, what was] [parent #2's] job title? If [parent #2] [has/had] more than one job, describe the one at which [parent #2] [works/worked] the most hours. What [does/did] [parent #2] do in that job? That is, what [are/were] [parent #2's] main activities or duties?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on whether or not parent #2 was currently working.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1JOBDV2

Position: 2126 - 2325, Format: A200

Variable Label: P1 C16B Parent 2's job duties-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [parent #2] most recent job, what was] [parent #2's] job title? If [parent #2] [has/had] more than one job, describe the one at which [parent #2] [works/worked] the most hours. What [does/did] [parent #2] do in that job? That is, what [are/were] [parent #2's] main activities or duties?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on whether or not parent #2 was currently working.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1JOBTV2

Position: 2326 - 2425, Format: A100

Variable Label: P1 C16A Parent 2's job title-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [parent #2] most recent job, what was] [parent #2's] job title? If [parent #2] [has/had] more than one job, describe the one at which [parent #2] [works/worked] the most hours. What [does/did] [parent #2] do in that job? That is, what [are/were] [parent #2's] main activities or duties?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on whether or not parent #2 was currently working.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1INCOME

Position: 2426 - 2432, Format: N7.

Variable Label: P1 C17 Household income in 2008-continuous form

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Income is a key family characteristic that factors into many research questions including how family finances affect students' ability to go to college. This information is critically important to the success of this study and will be kept completely confidential.

What was your total household income from all sources prior to taxes and deductions in calendar year 2008? Please include all income such as income from work, investments and alimony.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1INCOMECAT

Position: 2433 - 2434, Format: N2.

Variable Label: P1 C18 Household income in 2008-categorical form

Variable Description:

- We understand that you may not be able to provide an exact number for your family's income.

However, it would be extremely helpful if you would indicate which of the following ranges best estimates your total household income from all sources prior to taxes and deductions in calendar year 2008. Please include all income such as income from work, investments and alimony.

$15,000 or less

$15,001 - $35,000

$35,001 - $55,000

$55,001 - $75,000

$75,001 - $95,000

$95,001 - $115,000

$115,001 - $135,000

$135,001 - $155,000

$155,001 - $175,000

$175,001 - $195,000

$195,001 - $215,000

$215,001 - $235,000

More than $235,000

Code	Value Label	Frequency	Percentage
1	$15,000 or less	1414	6.59
2	$15,001 - $35,000	2800	13.06
3	$35,001 - $55,000	2588	12.07
4	$55,001 - $75,000	2334	10.88
5	$75,001 - $95,000	1707	7.96
6	$95,001 - $115,000	1366	6.37
7	$115,001 - $135,000	887	4.14
8	$135,001 - $155,000	688	3.21
9	$155,001 - $175,000	333	1.55
10	$175,001 - $195,000	220	1.03
11	$195,001 - $215,000	291	1.36
12	$215,001 - $235,000	111	0.52
13	More than $235,000	731	3.41
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	959	4.47

TOTALS		21444	100.00

Variable Name: P1OWNHOME

Position: 2435 - 2436, Format: N2.

Variable Label: P1 C19 Home is owned, rented or other arrangement

Variable Description:

- Do you...

pay mortgage towards or own your home

rent your home or

have some other arrangement?

Code	Value Label	Frequency	Percentage
1	Pay mortgage towards or own your home	11577	53.99
2	Rent your home	3093	14.42
3	Have some other arrangement	692	3.23
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1067	4.98
TOTALS		21444	100.00

Variable Name: P1REPEATGRD

Position: 2437 - 2438, Format: N2.

Variable Label: P1 D01 Ninth grader has repeated a grade

Variable Description:

- Since starting kindergarten, has [your 9th-grader] repeated any grades?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	13785	64.28
1	Yes	1695	7.90
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	949	4.43
TOTALS		21444	100.00

Variable Name: P1REPEATGK

Position: 2439 - 2440, Format: N2.

Variable Label: P1 D02A Ninth grader repeated kindergarten

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	1321	6.16
1	Yes	334	1.56
-7	Item legitimate skip/NA	13785	64.28
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	989	4.61
TOTALS		21444	100.00

Variable Name: P1REPEATG1

Position: 2441 - 2442, Format: N2.

Variable Label: P1 D02B Ninth grader repeated 1st grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	1217	5.68
1	Yes	438	2.04
-7	Item legitimate skip/NA	13785	64.28
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	989	4.61
TOTALS		21444	100.00

Variable Name: P1REPEATG2

Position: 2443 - 2444, Format: N2.

Variable Label: P1 D02C Ninth grader repeated 2nd grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	1429	6.66
1	Yes	226	1.05
-7	Item legitimate skip/NA	13785	64.28
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	989	4.61
TOTALS		21444	100.00

Variable Name: P1REPEATG3

Position: 2445 - 2446, Format: N2.

Variable Label: P1 D02D Ninth grader repeated 3rd grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	1450	6.76
1	Yes	205	0.96
-7	Item legitimate skip/NA	13785	64.28
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	989	4.61
TOTALS		21444	100.00

Variable Name: P1REPEATG4

Position: 2447 - 2448, Format: N2.

Variable Label: P1 D02E Ninth grader repeated 4th grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	1545	7.20
1	Yes	110	0.51
-7	Item legitimate skip/NA	13785	64.28
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	989	4.61
TOTALS		21444	100.00

Variable Name: P1REPEATG5

Position: 2449 - 2450, Format: N2.

Variable Label: P1 D02F Ninth grader repeated 5th grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	1564	7.29
1	Yes	91	0.42
-7	Item legitimate skip/NA	13785	64.28
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	989	4.61
TOTALS		21444	100.00

Variable Name: P1REPEATG6

Position: 2451 - 2452, Format: N2.

Variable Label: P1 D02G Ninth grader repeated 6th grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	1561	7.28
1	Yes	94	0.44
-7	Item legitimate skip/NA	13785	64.28
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	989	4.61
TOTALS		21444	100.00

Variable Name: P1REPEATG7

Position: 2453 - 2454, Format: N2.

Variable Label: P1 D02H Ninth grader repeated 7th grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	1558	7.27
1	Yes	97	0.45
-7	Item legitimate skip/NA	13785	64.28
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	989	4.61
TOTALS		21444	100.00

Variable Name: P1REPEATG8

Position: 2455 - 2456, Format: N2.

Variable Label: P1 D02I Ninth grader repeated 8th grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	1576	7.35
1	Yes	79	0.37
-7	Item legitimate skip/NA	13785	64.28
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	989	4.61
TOTALS		21444	100.00

Variable Name: P1REPEATG9

Position: 2457 - 2458, Format: N2.

Variable Label: P1 D02J Ninth grader repeated 9th grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	1524	7.11
1	Yes	131	0.61
-7	Item legitimate skip/NA	13785	64.28
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	989	4.61
TOTALS		21444	100.00

Variable Name: P1SLD

Position: 2459 - 2460, Format: N2.

Variable Label: P1 D03A Doctor/school has told parent 9th grader has learning disability

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Specific learning disability

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	13904	64.84
1	Yes	1319	6.15
-8	Unit non-response/component not applicable	5015	23.39

-9	Missing	1206	5.62
TOTALS		21444	100.00

Variable Name: P1DD

Position: 2461 - 2462, Format: N2.

Variable Label: P1 D03B Doctor/school has told parent 9th grader has developmental delay

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Any developmental delay that affects [his/her] ability to learn

Yes

No

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	14569	67.94
1	Yes	633	2.95
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1227	5.72
TOTALS		21444	100.00

Variable Name: P1AUTISM

Position: 2463 - 2464, Format: N2.

Variable Label: P1 D03C Doctor/school has told parent 9th grader has some form of autism

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Autism, Asperger's Disorder, pervasive developmental disorder, or other autism spectrum disorder

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	15038	70.13
1	Yes	157	0.73
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1234	5.75
TOTALS		21444	100.00

Variable Name: P1EAREYE

Position: 2465 - 2466, Format: N2.

Variable Label: P1 D03D Doctor/school has told parent 9th grader has hearing/vision problem

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Hearing problems or vision problems that cannot be corrected with glasses or contact lenses

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	14823	69.12
1	Yes	398	1.86
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1208	5.63
TOTALS		21444	100.00

Variable Name: P1JOINT

Position: 2467 - 2468, Format: N2.

Variable Label: P1 D03E Doctor/school has told parent 9th grader has bone/joint/muscle problem

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Bone, joint, or muscle problems

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	14795	68.99
1	Yes	422	1.97
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1212	5.65
TOTALS		21444	100.00

Variable Name: P1INTELLECT

Position: 2469 - 2470, Format: N2.

Variable Label: P1 D03F Doctor/school has told parent 9th grader has intellectual disability

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Intellectual disability or mental retardation

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	15108	70.45
1	Yes	83	0.39
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1238	5.77
TOTALS		21444	100.00

Variable Name: P1ADHD

Position: 2471 - 2472, Format: N2.

Variable Label: P1 D03G Doctor/school has told parent 9th grader has ADD or ADHD

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Attention Deficit Disorder or Attention Deficit Hyperactive Disorder, that is, ADD or ADHD

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	13554	63.21
1	Yes	1635	7.62
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1240	5.78
TOTALS		21444	100.00

Variable Name: P1SPECIALED

Position: 2473 - 2474, Format: N2.

Variable Label: P1 D04 9th grader is currently receiving Special Education Services

Variable Description:

- Does [your 9th-grader] currently receive Special Educational Services? Students receiving these services often have an Individualized Education Plan (IEP).

Yes

No

Don't know

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Yes	1254	5.85
2	No	13862	64.64
3	Don't know	149	0.69
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1164	5.43
TOTALS		21444	100.00

Variable Name: P1ADHDMED

Position: 2475 - 2476, Format: N2.

Variable Label: P1 D05 9th grader is currently taking medication for ADD or ADHD

Variable Description:

- Is [your 9th-grader] currently taking medication for ADD or ADHD?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	14419	67.24
1	Yes	835	3.89
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1175	5.48
TOTALS		21444	100.00

Variable Name: P1LEARN

Position: 2477 - 2478, Format: N2.

Variable Label: P1 D06A How much difficulty 9th grader has learning or paying attention

Variable Description:

- Compared with other 9th graders, would you say [your 9th-grader] experiences a lot, a little, or no difficulty in the following areas?

Learning, understanding, or paying attention

A lot of difficulty

A little difficulty

No difficulty

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	A lot of difficulty	725	3.38
2	A little difficulty	3303	15.40
3	No difficulty	11187	52.17
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1214	5.66
TOTALS		21444	100.00

Variable Name: P1SPEAK

Position: 2479 - 2480, Format: N2.

Variable Label: P1 D06B How much difficulty 9th grader has speaking or communicating

Variable Description:

- Compared with other 9th graders, would you say [your 9th-grader] experiences a lot, a little, or no difficulty in the following areas?

Speaking, communicating, or being understood

A lot of difficulty

A little difficulty

No difficulty

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	A lot of difficulty	217	1.01
2	A little difficulty	1526	7.12
3	No difficulty	13478	62.85
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1208	5.63
TOTALS		21444	100.00

Variable Name: P1MOOD

Position: 2481 - 2482, Format: N2.

Variable Label: P1 D06C How much difficulty 9th grader has feeling anxious or depressed

Variable Description:

- Compared with other 9th graders, would you say [your 9th-grader] experiences a lot, a little, or no difficulty in the following areas?

Feeling anxious or depressed

A lot of difficulty

A little difficulty

No difficulty

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	A lot of difficulty	413	1.93
2	A little difficulty	2531	11.80
3	No difficulty	12228	57.02
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1257	5.86
TOTALS		21444	100.00

Variable Name: P1ACTOUT

Position: 2483 - 2484, Format: N2.

Variable Label: P1 D06D How much difficulty 9th grader has with behavior problems

Variable Description:

- Compared with other 9th graders, would you say [your 9th-grader] experiences a lot, a little, or no difficulty in the following areas?

Behavior problems, such as acting-out, fighting, bullying, or arguing

A lot of difficulty

A little difficulty

No difficulty

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	A lot of difficulty	377	1.76
2	A little difficulty	1482	6.91
3	No difficulty	13362	62.31
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1208	5.63
TOTALS		21444	100.00

Variable Name: P1FRIEND

Position: 2485 - 2486, Format: N2.

Variable Label: P1 D06E How much difficulty 9th grader has making and keeping friends

Variable Description:

- Compared with other 9th graders, would you say [your 9th-grader] experiences a lot, a little, or no difficulty in the following areas?

Making and keeping friends

A lot of difficulty

A little difficulty

No difficulty

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	A lot of difficulty	276	1.29
2	A little difficulty	1370	6.39
3	No difficulty	13561	63.24
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1222	5.70
TOTALS		21444	100.00

Variable Name: P1SKIPGRD

Position: 2487 - 2488, Format: N2.

Variable Label: P1 D07 Ninth grader has skipped a grade

Variable Description:

- Since starting kindergarten, has [your 9th-grader] skipped any grades?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	15252	71.12
1	Yes	202	0.94
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	975	4.55
TOTALS		21444	100.00

Variable Name: P1SKIPGK

Position: 2489 - 2490, Format: N2.

Variable Label: P1 D08A Ninth grader skipped kindergarten

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

Code	Value Label	Frequency	Percentage
0	No	143	0.67
1	Yes	39	0.18
-7	Item legitimate skip/NA	15252	71.12
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	995	4.64
TOTALS		21444	100.00

Variable Name: P1SKIPG1

Position: 2491 - 2492, Format: N2.

Variable Label: P1 D08B Ninth grader skipped 1st grade

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

Code	Value Label	Frequency	Percentage
0	No	145	0.68
1	Yes	37	0.17
-7	Item legitimate skip/NA	15252	71.12
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	995	4.64
TOTALS		21444	100.00

Variable Name: P1SKIPG2

Position: 2493 - 2494, Format: N2.

Variable Label: P1 D08C Ninth grader skipped 2nd grade

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

Code	Value Label	Frequency	Percentage
0	No	153	0.71
1	Yes	29	0.14
-7	Item legitimate skip/NA	15252	71.12
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	995	4.64
TOTALS		21444	100.00

Variable Name: P1SKIPG3

Position: 2495 - 2496, Format: N2.

Variable Label: P1 D08D Ninth grader skipped 3rd grade

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

Code	Value Label	Frequency	Percentage
0	No	159	0.74
1	Yes	23	0.11
-7	Item legitimate skip/NA	15252	71.12
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	995	4.64
TOTALS		21444	100.00

Variable Name: P1SKIPG4

Position: 2497 - 2498, Format: N2.

Variable Label: P1 D08E Ninth grader skipped 4th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1SKIPG5

Position: 2499 - 2500, Format: N2.

Variable Label: P1 D08F Ninth grader skipped 5th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1SKIPG6

Position: 2501 - 2502, Format: N2.

Variable Label: P1 D08G Ninth grader skipped 6th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1SKIPG7

Position: 2503 - 2504, Format: N2.

Variable Label: P1 D08H Ninth grader skipped 7th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1SKIPG8

Position: 2505 - 2506, Format: N2.

Variable Label: P1 D08I Ninth grader skipped 8th grade

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

Code	Value Label	Frequency	Percentage
0	No	155	0.72
1	Yes	27	0.13
-7	Item legitimate skip/NA	15252	71.12
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	995	4.64
TOTALS		21444	100.00

Variable Name: P1HONORS

Position: 2507 - 2508, Format: N2.

Variable Label: P1 D09 Whether 9th grader is currently enrolled in honors course

Variable Description:

- Is [your 9th-grader] currently enrolled in any honors classes?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	9006	42.00
1	Yes	6095	28.42
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1328	6.19
TOTALS		21444	100.00

Variable Name: P1CHANGESCH

Position: 2509 - 2510, Format: N2.

Variable Label: P1 D10 Number of times 9th grader has changed schools since kindergarten

Variable Description:

- How many times has [your 9th-grader] changed schools since [he/she] entered kindergarten? Do not count changes that occurred as a result of promotion to the next grade or level, for instance, a move from an elementary school to a middle school or from a middle school to a high school in the same district.

(Please enter 0 if [your 9th-grader] has not changed schools except for promotion to the next grade or level.)

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
C	0 - 9	15411	71.87
-8	Unit non-response/component not applicable	5015	23.39

-9	Missing	1018	4.75
TOTALS		21444	100.00

Variable Name: P1DROPOUT

Position: 2511 - 2512, Format: N2.

Variable Label: P1 D11 Whether 9th grader has ever stopped attending school for a month or more

Variable Description:

- Since starting kindergarten, has [your 9th-grader] ever stopped going to school for a period of a month or more other than for illness, injury or vacation?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	15028	70.08
1	Yes	418	1.95
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	983	4.58
TOTALS		21444	100.00

Variable Name: P1SUSPEND

Position: 2513 - 2514, Format: N2.

Variable Label: P1 D12 Whether 9th grader has ever been suspended or expelled

Variable Description:

- Since starting kindergarten, has [he/she] ever been suspended or expelled from school? Do not count detentions.

Yes

No

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	13593	63.39
1	Yes	1854	8.65
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	982	4.58
TOTALS		21444	100.00

Variable Name: P1BEHAVE

Position: 2515 - 2516, Format: N2.

Variable Label: P1 D13A How often parent contacted by school about problem behavior

Variable Description:

- During the last school year (2008-2009), how many times were you or another family member contacted by the school about [your 9th-grader]'s… problem behavior in school?

Never

Once or twice

Three or four times

More than four times

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Never	11710	54.61
2	Once or twice	2614	12.19
3	Three or four times	478	2.23
4	More than four times	411	1.92
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1216	5.67
TOTALS		21444	100.00

Variable Name: P1ATTEND

Position: 2517 - 2518, Format: N2.

Variable Label: P1 D13B How often parent contacted by school about poor attendance

Variable Description:

- During the last school year (2008-2009), how many times were you or another family member contacted by the school about [your 9th-grader]'s… poor attendance record at school?

Never

Once or twice

Three or four times

More than four times

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Never	12897	60.14
2	Once or twice	1542	7.19
3	Three or four times	324	1.51
4	More than four times	412	1.92
-8	Unit non-response/component not applicable	5015	23.39

-9	Missing	1254	5.85
TOTALS		21444	100.00

Variable Name: P1PERFORM

Position: 2519 - 2520, Format: N2.

Variable Label: P1 D13C How often parent contacted by school about poor performance

Variable Description:

- During the last school year (2008-2009), how many times were you or another family member contacted by the school about [your 9th-grader]'s… poor academic performance?

Never

Once or twice

Three or four times

More than four times

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Never	11657	54.36
2	Once or twice	2513	11.72
3	Three or four times	534	2.49
4	More than four times	453	2.11
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1272	5.93
TOTALS		21444	100.00

Variable Name: P1SCHCHOICE

Position: 2521 - 2522, Format: N2.

Variable Label: P1 E01 Whether 9th grader's school was assigned or chosen

Variable Description:

- Is [your 9th-grader's school] a regularly assigned school or a school that you chose?

Assigned

Chosen, or

[your 9th-grader] was assigned to [your 9th-grader's school], but you would have chosen it if you had a choice.

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader", and the name of the sample member's school appeared in place of "your 9th-grader's school".

Code	Value Label	Frequency	Percentage
1	Assigned	6888	32.12
2	Chosen	2566	11.97
3	Assigned but would have chosen HS	2677	12.48

-7	Item legitimate skip/NA	3261	15.21
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1037	4.84
TOTALS		21444	100.00

Variable Name: P1SCHMTG

Position: 2523 - 2524, Format: N2.

Variable Label: P1 E02A Attended a general school meeting since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household...

attended a general school meeting such as an open house or a back-to-school night?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	2569	11.98
1	Yes	12642	58.95
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1218	5.68
TOTALS		21444	100.00

Variable Name: P1PTOMTG

Position: 2525 - 2526, Format: N2.

Variable Label: P1 E02B Attended a PTO meeting since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household...

attended a meeting of the parent-teacher organization or association?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	9374	43.71
1	Yes	5807	27.08
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1248	5.82
TOTALS		21444	100.00

Variable Name: P1PTCONFER

Position: 2527 - 2528, Format: N2.

Variable Label: P1 E02C Attended parent-teacher conference since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household...

gone to a regularly scheduled parent-teacher conference with [your 9th-grader]'s teacher?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	6546	30.53
1	Yes	8621	40.20
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1262	5.89
TOTALS		21444	100.00

Variable Name: P1SCHEVENT

Position: 2529 - 2530, Format: N2.

Variable Label: P1 E02D Attended school event since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household...

attended a school or class event such as a play, dance, sports event or science fair because of [your 9th-grader]?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	4733	22.07
1	Yes	10471	48.83
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1225	5.71
TOTALS		21444	100.00

Variable Name: P1VOLUNTEER

Position: 2531 - 2532, Format: N2.

Variable Label: P1 E02E Served as a school volunteer since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household...

served as a volunteer in [your 9th-grader]'s classroom or elsewhere in the school?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	10537	49.14
1	Yes	4668	21.77
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1224	5.71
TOTALS		21444	100.00

Variable Name: P1FUNDRAISE

Position: 2533 - 2534, Format: N2.

Variable Label: P1 E02F Participated in school fund raiser since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household...

participated in fundraising for the school?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	7117	33.19
1	Yes	8083	37.69
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1229	5.73
TOTALS		21444	100.00

Variable Name: P1COUNSELOR

Position: 2535 - 2536, Format: N2.

Variable Label: P1 E02G Met with a school counselor since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household...

met with a school counselor in person?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	8594	40.08
1	Yes	6582	30.69
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1253	5.84
TOTALS		21444	100.00

Variable Name: P1HWOFTEN

Position: 2537 - 2538, Format: N2.

Variable Label: P1 E03 How often helped 9th grader with homework

Variable Description:

- During this school year, about how many days in an average week do you or another adult in your household help [your 9th-grader] with homework? Would you say...

never

less than once a week

1 or 2 days a week

3 or 4 days a week or

5 or more days a week?

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Never	3434	16.01
2	Less than once a week	4527	21.11
3	1 or 2 days a week	5027	23.44
4	3 or 4 days a week	1641	7.65
5	5 or more days a week	760	3.54
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1040	4.85
TOTALS		21444	100.00

Variable Name: P1MTHHWEFF

Position: 2539 - 2540, Format: N2.

Variable Label: P1 E04A Confidence in helping with 9th grade math homework

Variable Description:

- How confident do you feel about your ability to help [your 9th-grader] with the homework [he/she] has this year in each of the following subjects? Math

Very confident

Somewhat confident

Not at all confident

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Very confident	5010	23.36
2	Somewhat confident	5956	27.77
3	Not at all confident	4369	20.37
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1094	5.10
TOTALS		21444	100.00

Variable Name: P1SCIHWEFF

Position: 2541 - 2542, Format: N2.

Variable Label: P1 E04B Confidence in helping with 9th grade science homework

Variable Description:

- How confident do you feel about your ability to help [your 9th-grader] with the homework [he/she] has this year in each of the following subjects? Science

Very confident

Somewhat confident

Not at all confident

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Very confident	6038	28.16
2	Somewhat confident	7177	33.47
3	Not at all confident	2095	9.77
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1119	5.22
TOTALS		21444	100.00

Variable Name: P1ENGHWEFF

Position: 2543 - 2544, Format: N2.

Variable Label: P1 E04C Confidence in helping with 9th grade English homework

Variable Description:

- How confident do you feel about your ability to help [your 9th-grader] with the homework [he/she] has this year in each of the following subjects?

English or language arts

Very confident

Somewhat confident

Not at all confident

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Very confident	8110	37.82
2	Somewhat confident	5688	26.52
3	Not at all confident	1519	7.08
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1112	5.19
TOTALS		21444	100.00

Variable Name: P1MTHCOMP

Position: 2545 - 2546, Format: N2.

Variable Label: P1 E05A Comparison of females' and males' abilities in math

Variable Description:

- In general, how would you compare males and females in the following subjects?

Math

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	533	2.49
2	Females are somewhat better	863	4.02
3	Females and males are the same	8717	40.65
4	Males are somewhat better	3389	15.80
5	Males are much better	970	4.52
-8	Unit non-response/component not applicable	5015	23.39

-9	Missing	1957	9.13
TOTALS		21444	100.00

Variable Name: P1SCICOMP

Position: 2547 - 2548, Format: N2.

Variable Label: P1 E05B Comparison of females' and males' abilities in science

Variable Description:

- In general, how would you compare males and females in the following subjects?

Science

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	366	1.71
2	Females are somewhat better	560	2.61
3	Females and males are the same	10407	48.53
4	Males are somewhat better	2546	11.87
5	Males are much better	568	2.65
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1982	9.24
TOTALS		21444	100.00

Variable Name: P1ENGCOMP

Position: 2549 - 2550, Format: N2.

Variable Label: P1 E05C Comparison of females' and males' abilities in English/language arts

Variable Description:

- In general, how would you compare males and females in the following subjects?

English or language arts

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	2292	10.69
2	Females are somewhat better	4404	20.54

3	Females and males are the same	7509	35.02
4	Males are somewhat better	147	0.69
5	Males are much better	93	0.43
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1984	9.25
TOTALS		21444	100.00

Variable Name: P1ARTS

Position: 2551 - 2552, Format: N2.

Variable Label: P1 E06A Participated in performing/visual arts outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

A math or science camp

Another camp

None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	9415	43.91
1	Yes	5643	26.32
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1371	6.39
TOTALS		21444	100.00

Variable Name: P1SPORTS

Position: 2553 - 2554, Format: N2.

Variable Label: P1 E06B Participated in organized sports outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

A math or science camp

Another camp

None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	6365	29.68
1	Yes	8693	40.54
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1371	6.39
TOTALS		21444	100.00

Variable Name: P1RELIGGRP

Position: 2555 - 2556, Format: N2.

Variable Label: P1 E06C Participated in religious group outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

A math or science camp

Another camp

None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	6882	32.09
1	Yes	8176	38.13

-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1371	6.39
TOTALS		21444	100.00

Variable Name: P1CLUB

Position: 2557 - 2558, Format: N2.

Variable Label: P1 E06D Participated in scouting/other group/club outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

A math or science camp

Another camp

None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	11540	53.81
1	Yes	3518	16.41
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1371	6.39
TOTALS		21444	100.00

Variable Name: P1ACADEMIC

Position: 2559 - 2560, Format: N2.

Variable Label: P1 E06E Received academic instruction outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

A math or science camp

Another camp

None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	12440	58.01
1	Yes	2618	12.21
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1371	6.39
TOTALS		21444	100.00

Variable Name: P1CAMPMS

Position: 2561 - 2562, Format: N2.

Variable Label: P1 E06F Participated in math or science camp outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

A math or science camp

Another camp

None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	14439	67.33
1	Yes	619	2.89
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1371	6.39
TOTALS		21444	100.00

Variable Name: P1CAMPOTH

Position: 2563 - 2564, Format: N2.

Variable Label: P1 E06G Participated in another camp outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

A math or science camp

Another camp

None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	11030	51.44
1	Yes	4028	18.78
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1371	6.39
TOTALS		21444	100.00

Variable Name: P1NOOUTSCH

Position: 2565 - 2566, Format: N2.

Variable Label: P1 E06H Didn't participate in any listed out of school activities in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

A math or science camp

Another camp

None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	13191	61.51
1	Yes	1867	8.71

-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1371	6.39
TOTALS		21444	100.00

Variable Name: P1MUSEUM

Position: 2567 - 2568, Format: N2.

Variable Label: P1 E07A Went to science or engineering museum with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?

(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	7024	32.76
1	Yes	8112	37.83
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1293	6.03
TOTALS		21444	100.00

Variable Name: P1COMPUTER

Position: 2569 - 2570, Format: N2.

Variable Label: P1 E07B Worked or played on computer with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?

(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	2086	9.73
1	Yes	13050	60.86
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1293	6.03
TOTALS		21444	100.00

Variable Name: P1FIXED

Position: 2571 - 2572, Format: N2.

Variable Label: P1 E07C Built or fixed something with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?

(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	8291	38.66
1	Yes	6845	31.92
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1293	6.03
TOTALS		21444	100.00

Variable Name: P1SCIFAIR

Position: 2573 - 2574, Format: N2.

Variable Label: P1 E07D Attended a school science fair with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]? (Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	12464	58.12
1	Yes	2672	12.46
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1293	6.03
TOTALS		21444	100.00

Variable Name: P1SCIPROJ

Position: 2575 - 2576, Format: N2.

Variable Label: P1 E07E Helped 9th grader with a school science fair project in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?

(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	9170	42.76
1	Yes	5966	27.82
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1293	6.03
TOTALS		21444	100.00

Variable Name: P1STEMDISC

Position: 2577 - 2578, Format: N2.

Variable Label: P1 E07F Discussed STEM program or article with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?

(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	5124	23.89
1	Yes	10012	46.69
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1293	6.03
TOTALS		21444	100.00

Variable Name: P1LIBRARY

Position: 2579 - 2580, Format: N2.

Variable Label: P1 E07G Visited a library with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]? (Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	5317	24.79
1	Yes	9819	45.79
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1293	6.03
TOTALS		21444	100.00

Variable Name: P1SHOW

Position: 2581 - 2582, Format: N2.

Variable Label: P1 E07H Went to a play, concert or live show with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?

(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	5532	25.80
1	Yes	9604	44.79
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1293	6.03
TOTALS		21444	100.00

Variable Name: P1NOACT

Position: 2583 - 2584, Format: N2.

Variable Label: P1 E07I Didn't participate in any listed activities with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?

(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	14841	69.21
1	Yes	295	1.38
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1293	6.03
TOTALS		21444	100.00

Variable Name: P1EDUASPIRE

Position: 2585 - 2586, Format: N2.

Variable Label: P1 F01 How far in school would like 9th grader to go

Comment: "Less than" and "Started" degrees combined with "Completed" degrees on the public use file.

Variable Description:

- If there were no barriers, how far in school would you want [your 9th-grader] to go?

Less than high school

High school diploma or GED

Start but not complete an Associate's degree

Complete an Associate's degree

Start but not complete a Bachelor's degree

Complete a Bachelor's degree

Start but not complete a Master's degree

Complete a Master's degree

Start but not complete a Ph.D., M.D., law degree, or other high level professional degree

Complete a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
2	High school diploma/GED or less	335	1.56
4	Start or complete an Associate's degree	526	2.45
6	Start or complete a Bachelor's degree	2927	13.65
8	Start or complete a Master's degree	3574	16.67
10	Start or complete Ph.D/M.D/Law/other prof degree	7945	37.05
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1122	5.23
TOTALS		21444	100.00

Variable Name: P1EDUEXPECT

Position: 2587 - 2588, Format: N2.

Variable Label: P1 F02 How far in school 9th grader will go

Variable Description:

- As things stand now, how far in school do you think [he/she] will actually get?

Less than high school

High school diploma or GED

Start but not complete an Associate's degree

Complete an Associate's degree

Start but not complete a Bachelor's degree

Complete a Bachelor's degree

Start but not complete a Master's degree

Complete a Master's degree

Start but not complete a Ph.D., M.D., law degree, or other high level professional degree

Complete a Ph.D., M.D., law degree, or other high level professional degree

Don't know

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
1	Less than high school	52	0.24
2	High school diploma or GED	1121	5.23
3	Start an Associate's degree	138	0.64
4	Complete an Associate's degree	1071	4.99
5	Start a Bachelor's degree	121	0.56
6	Complete a Bachelor's degree	4574	21.33
7	Start a Master's degree	68	0.32
8	Complete a Master's degree	3132	14.61
9	Start Ph.D/M.D/Law/other prof degree	33	0.15
10	Complete Ph.D/M.D/Law/other prof degree	3491	16.28
11	Don't know	1555	7.25
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1073	5.00
TOTALS		21444	100.00

Variable Name: P1ABLEBA

Position: 2589 - 2590, Format: N2.

Variable Label: P1 F03 9th grader has ability to complete a Bachelor's degree

Variable Description:

- Whatever [your 9th-grader]'s plans, do you think [he/she] has the ability to complete a Bachelor's degree? Would you say…

  definitely

  probably

  probably not or

  definitely not?

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Definitely	11942	55.69
2	Probably	2710	12.64
3	Probably not	417	1.94
4	Definitely not	69	0.32
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1291	6.02
TOTALS		21444	100.00

Variable Name: P1ADMITREQ

Position: 2591 - 2592, Format: N2.

Variable Label: P1 F04 Family talked w/ counselor/teacher about postsec admission requirements

Variable Description:

- Have you or anyone in your family talked with a counselor or teacher about the academic requirements for admission to a college or a technical institute after high school?

  Yes

  No

Code	Value Label	Frequency	Percentage
0	No	8499	39.63
1	Yes	6653	31.02
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1277	5.96
TOTALS		21444	100.00

Variable Name: P1TYPEPS

Position: 2593 - 2594, Format: N2.

Variable Label: P1 F05 Type of postsecondary institution 9th grader will attend first

Variable Description:

- Do you think [your 9th-grader] will start [his/her] college education at...

a technical institute

a community college or other Associate's granting school besides a technical institute

a Bachelor's granting 4-year college or

you have not thought about this yet?

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	A technical institute	588	2.74
2	Community college/other Associate's	2701	12.60
3	A Bachelor's granting 4-year college	8038	37.48
4	Have not thought about this yet	2775	12.94
-7	Item legitimate skip/NA	1173	5.47
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1154	5.38
TOTALS		21444	100.00

Variable Name: P1START

Position: 2595 - 2596, Format: N2.

Variable Label: P1 F06 When 9th grader will start education after high school

Variable Description:

- When do you think [he/she] will start [his/her] education after high school?

Within 3 months after completing high school

Within 6 months after completing high school

Within one year after completing high school

More than one year after completing high school

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
1	Within 3 months after completing HS	11903	55.51
2	Within 6 months after completing HS	1362	6.35
3	Within one year after completing HS	629	2.93
4	More than one year after completing HS	143	0.67

-7	Item legitimate skip/NA	1173	5.47
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1219	5.68
TOTALS		21444	100.00

Variable Name: P1PUBPRV

Position: 2597 - 2598, Format: N2.

Variable Label: P1 F07 9th grader is more likely to go to public or private college

Variable Description:

- Would you say [he/she] is more likely to attend a public or private 4-year college, or have you not thought about this yet?

Public

Private

Haven't thought about this yet

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
1	Public	4107	19.15
2	Private	1545	7.20
3	Haven't thought about this yet	2171	10.12
-7	Item legitimate skip/NA	7275	33.93
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1331	6.21
TOTALS		21444	100.00

Variable Name: P1INOUTST

Position: 2599 - 2600, Format: N2.

Variable Label: P1 F08 9th grader is more likely to go to public in-state/out-of-state college

Variable Description:

- Is [he/she] more likely to attend an in-state or out-of-state public college, or have you not thought about this yet?

In-state

Out-of-state

Haven't thought about this yet

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
1	In-state	3060	14.27
2	Out-of-state	651	3.04
3	Haven't thought about this yet	373	1.74

-7	Item legitimate skip/NA	10991	51.25
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1354	6.31
TOTALS		21444	100.00

Variable Name: P1TUITION

Position: 2601 - 2602, Format: N2.

Variable Label: P1 F09 Has information on tuition and mandatory fees at specific college

Variable Description:

- Have you gotten information about the cost of tuition and mandatory fees at a specific [in-state public/out-of-state public/private] college?

Yes

No

Note: Question wording was customized in the survey instrument based on whether the respondent indicated that their 9th-grader was more likely to attend an in-state public, out-of-state public, or private college.

Code	Value Label	Frequency	Percentage
0	No	2498	11.65
1	Yes	2753	12.84
-7	Item legitimate skip/NA	9819	45.79
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1359	6.34
TOTALS		21444	100.00

Variable Name: P1COSTIN

Position: 2603 - 2608, Format: N6.

Variable Label: P1 F10 Cost of tuition and mandatory fees at public in-state 4-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is the cost of one year's tuition and mandatory fees at that public 4-year college in your state?

Code	Value Label	Frequency	Percentage
C	2000 - 50000	1408	6.57
-7	Item legitimate skip/NA	13540	63.14
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1481	6.91
TOTALS		21444	100.00

Variable Name: P1FEEIN

Position: 2609 - 2610, Format: N2.

Variable Label: P1 F11 Tuition/fees at public in-state 4-year college includes room and board

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

Code	Value Label	Frequency	Percentage
1	Tuition and mandatory fees only	734	3.42
2	Tuition, mandatory fees, and other fees	658	3.07
-7	Item legitimate skip/NA	13540	63.14
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1497	6.98
TOTALS		21444	100.00

Variable Name: P1COSTPRV

Position: 2611 - 2616, Format: N6.

Variable Label: P1 F12 Cost of tuition and mandatory fees at private 4-year college

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the cost of one year's tuition and mandatory fees at that private 4-year college?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1FEEPRV

Position: 2617 - 2618, Format: N2.

Variable Label: P1 F13 What does tuition/fees at private college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

Code	Value Label	Frequency	Percentage
1	Tuition and mandatory fees only	531	2.48

2	Tuition, mandatory fees, and other fees	331	1.54
-7	Item legitimate skip/NA	14167	66.07
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1400	6.53
TOTALS		21444	100.00

Variable Name: P1COSTOUT

Position: 2619 - 2624, Format: N6.

Variable Label: P1 F14 Cost of tuition/fees at public out-of-state 4-year college

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the cost of one year's tuition and mandatory fees at that out-of-state public 4-year college?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1FEEOUT

Position: 2625 - 2626, Format: N2.

Variable Label: P1 F15 What does tuition/fees at public out-of-state 4-year college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

Code	Value Label	Frequency	Percentage
1	Tuition and mandatory fees only	154	0.72
2	Tuition, mandatory fees, and other fees	97	0.45
-7	Item legitimate skip/NA	14783	68.94
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1395	6.51
TOTALS		21444	100.00

Variable Name: P1ESTIN

Position: 2627 - 2632, Format: N6.

Variable Label: P1 F16 Estimate of tuition and mandatory fees at public in-state 4-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is your best estimate of the cost of one year's tuition and mandatory fees at a public 4-year college in your state?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

Code	Value Label	Frequency	Percentage
C	2000 - 50000	10799	50.36
-7	Item legitimate skip/NA	1531	7.14
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	4099	19.11
TOTALS		21444	100.00

Variable Name: P1ESTFEE

Position: 2633 - 2634, Format: N2.

Variable Label: P1 F17 What does estimated cost of public in-state 4-year college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

Code	Value Label	Frequency	Percentage
1	Tuition and mandatory fees only	7536	35.14
2	Tuition, mandatory fees, and other fees	3148	14.68
-7	Item legitimate skip/NA	1531	7.14
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	4214	19.65
TOTALS		21444	100.00

Variable Name: P1ESTCONF

Position: 2635 - 2636, Format: N2.

Variable Label: P1 F18 Confidence in estimate of cost for public in-state 4-year college

Variable Description:

- How confident are you in the accuracy of your estimate of the cost of one year's tuition and mandatory fees at a public 4-year college in your state? Would you say…

very confident

somewhat confident, or

not at all confident?

Code	Value Label	Frequency	Percentage
1	Very confident	1526	7.12
2	Somewhat confident	6042	28.18
3	Not at all confident	3203	14.94
-7	Item legitimate skip/NA	1531	7.14
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	4127	19.25
TOTALS		21444	100.00

Variable Name: P1HELPPAY

Position: 2637 - 2638, Format: N2.

Variable Label: P1 F19 Family plans to help 9th grader pay for postsecondary education

Variable Description:

- Do you or does anyone in your family plan to help [your 9th-grader] pay for [his/her] education after high school?

Yes

No

You have not thought about this yet

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Yes	11401	53.17
2	No	1104	5.15
3	You have not thought about this yet	1620	7.55
-7	Item legitimate skip/NA	1173	5.47
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1131	5.27
TOTALS		21444	100.00

Variable Name: P1PREPPAY

Position: 2639 - 2640, Format: N2.

Variable Label: P1 F20 9th grader's grade when family began financial preparation for education

Variable Description:

- What grade was [he/she] in when you or someone in your family began to financially prepare for [his/her] education after high school? Would you say...

before 1st grade

between the 1st and 6th grades

in the 7th, 8th, or 9th grades, or

you have not begun to prepare?

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
1	Before 1st grade	2780	12.96
2	Between the 1st and 6th grades	2942	13.72
3	In the 7th, 8th, or 9th grades	2090	9.75
4	You have not begun to prepare	3493	16.29
-7	Item legitimate skip/NA	3897	18.17
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1227	5.72
TOTALS		21444	100.00

Variable Name: P1SAVEDPAY

Position: 2641 - 2642, Format: N2.

Variable Label: P1 F21 Amount currently set aside for 9th grader's future educational needs

Variable Description:

- About how much money have you set aside for [his/her] future educational needs?

None

$2,000 or less

$2,001-$5,000

$5,001-$10,000

$10,001-$15,000

$15,001-$25,000

$25,001-$35,000

$35,001-$60,000

More than $60,000

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
1	None	404	1.88

2	$2,000 or less	813	3.79
3	$2,001-$5,000	1254	5.85
4	$5,001-$10,000	1310	6.11
5	$10,001-$15,000	860	4.01
6	$15,001-$25,000	812	3.79
7	$25,001-$35,000	541	2.52
8	$35,001-$60,000	561	2.62
9	More than $60,000	575	2.68
-7	Item legitimate skip/NA	7390	34.46
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1909	8.90
TOTALS		21444	100.00

Variable Name: P1ACCTPAY

Position: 2643 - 2644, Format: N2.

Variable Label: P1 F22 Family has opened account(s) to save for 9th grader's college education

Variable Description:

- Have you or anyone in your family opened any type of account to save for [your 9th-grader]'s college education, for example, a 529 plan, a Coverdell Education Savings Account or Education IRA, or a prepaid tuition account?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	3972	18.52
1	Yes	3590	16.74
-7	Item legitimate skip/NA	7390	34.46
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1477	6.89
TOTALS		21444	100.00

Variable Name: P1QHELP

Position: 2645 - 2646, Format: N2.

Variable Label: P1 G01 Respondent received help in completing questionnaire

Variable Description:

- Did anyone help you complete this questionnaire?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	14081	65.66
1	Yes	892	4.16
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1456	6.79
TOTALS		21444	100.00

Variable Name: P1QHELP1

Position: 2647 - 2648, Format: N2.

Variable Label: P1 G02A 9th grader helped respondent complete questionnaire

Variable Description:

- Who helped you complete this questionnaire?

[Your 9th grader]

Another family member

One of your friends

Another person

Code	Value Label	Frequency	Percentage
0	No	579	2.70
1	Yes	308	1.44
-7	Item legitimate skip/NA	14081	65.66
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1461	6.81
TOTALS		21444	100.00

Variable Name: P1QHELP2

Position: 2649 - 2650, Format: N2.

Variable Label: P1 G02B Other family member helped respondent complete questionnaire

Variable Description:

- Who helped you complete this questionnaire?

[Your 9th grader]

Another family member

One of your friends

Another person

Code	Value Label	Frequency	Percentage
0	No	369	1.72
1	Yes	518	2.42
-7	Item legitimate skip/NA	14081	65.66
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1461	6.81
TOTALS		21444	100.00

Variable Name: P1QHELP3

Position: 2651 - 2652, Format: N2.

Variable Label: P1 G02C Respondent's friend helped respondent complete questionnaire

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Who helped you complete this questionnaire?

[Your 9th grader]

Another family member

One of your friends

Another person

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: P1QHELP4

Position: 2653 - 2654, Format: N2.

Variable Label: P1 G02D Someone else helped respondent complete questionnaire

Variable Description:

- Who helped you complete this questionnaire?

[Your 9th grader]

Another family member

One of your friends

Another person

Code	Value Label	Frequency	Percentage
0	No	765	3.57
1	Yes	122	0.57
-7	Item legitimate skip/NA	14081	65.66
-8	Unit non-response/component not applicable	5015	23.39
-9	Missing	1461	6.81
TOTALS		21444	100.00

Variable Name: M1SEX

Position: 2655 - 2656, Format: N2.

Variable Label: M1 A01 Math teacher's sex

Variable Description:

- [We would like to confirm your sex.]

Are you male or female?

Male

Female

Note: Bracketed text above was used for telephone interviews only; it was not displayed in web self-administered interviews.

Code	Value Label	Frequency	Percentage
1	Male	6356	29.64
2	Female	9679	45.14
-8	Unit non-response/component not applicable	5409	25.22
TOTALS		21444	100.00

Variable Name: M1HISP

Position: 2657 - 2658, Format: N2.

Variable Label: M1 A02 Math teacher is Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you of Hispanic or [Latino/Latina] origin?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1WHITE

Position: 2659 - 2660, Format: N2.

Variable Label: M1 A03A Math teacher is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1BLACK

Position: 2661 - 2662, Format: N2.

Variable Label: M1 A03B Math teacher is Black

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1ASIAN

Position: 2663 - 2664, Format: N2.

Variable Label: M1 A03C Math teacher is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1PACISLE

Position: 2665 - 2666, Format: N2.

Variable Label: M1 A03D Math teacher is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1AMINDIAN

Position: 2667 - 2668, Format: N2.

Variable Label: M1 A03E Math teacher is American Indian/Alaskan Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1HIDEG

Position: 2669 - 2670, Format: N2.

Variable Label: M1 A04 Math teacher's highest degree earned

Comment: "Associate's degree" recoded as "Bachelor's degree" on the public use file.

Variable Description:

- What is the highest degree you have earned?

Associate's degree

Bachelor's degree

Master's degree

Educational Specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

You do not have a degree

Code	Value Label	Frequency	Percentage
3	Bachelor's degree	7941	37.03
4	Master's degree	7546	35.19
5	Educational Specialist diploma	343	1.60
6	Ph.D./M.D./law degree/other prof degree	202	0.94
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3	0.01
TOTALS		21444	100.00

Variable Name: M1HIDEGYR

Position: 2671 - 2674, Format: N4.

Variable Label: M1 A05 Year math teacher earned highest degree

Comment: Years less than 1972 recoded as 1972 and years greater than 2009 recoded as 2009 on the public use file.

Variable Description:

- In what year did you receive your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
C	1972 - 2009	15981	74.52
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	54	0.25
TOTALS		21444	100.00

Variable Name: M1HIDEGIPEDS

Position: 2675 - 2680, Format: N6.

Variable Label: M1 A06B IPEDS ID of math teacher's highest degree institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1HIDEGST

Position: 2681 - 2682, Format: N2.

Variable Label: M1 A06D State of math teacher's highest degree institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1HIDEGLEVEL

Position: 2683 - 2684, Format: N2.

Variable Label: M1 A06E Level of math teacher's highest degree institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1HIDEGCONT

Position: 2685 - 2686, Format: N2.

Variable Label: M1 A06F Control of math teacher's highest degree institution

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
1	Public	9904	46.19
2	Private, not-for-profit	4428	20.65
3	Private, for-profit	511	2.38
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1192	5.56
TOTALS		21444	100.00

Variable Name: M1HIDEGSCHED

Position: 2687 - 2688, Format: N2.

Variable Label: M1 A07 Math teacher's highest degree degree awarded by education department

Variable Description:

- Was this [highest degree earned] awarded by [institution name]'s department of education?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned', and such that the actual institution attended was used in place of 'institution name'.

Code	Value Label	Frequency	Percentage
0	No	5125	23.90
1	Yes	10774	50.24
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	136	0.63
TOTALS		21444	100.00

Variable Name: M1HIMAJV

Position: 2689 - 2728, Format: A40

Variable Label: M1 A08A Math teacher's major for highest degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1HIMAJ6

Position: 2729 - 2735, Format: A7

Variable Label: M1 A08C Math teacher's major for highest degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1HIMAJ2

Position: 2736 - 2737, Format: N2.

Variable Label: M1 A08B Math teacher's major for highest degree 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage

11	Computer and Information Sciences and Support Services	138	0.64
13	Education	10111	47.15
14	Engineering	452	2.11
24	Liberal Arts and Sciences, General Studies and Humanities	92	0.43
27	Mathematics and Statistics	2829	13.19
31	Parks, Recreation, Leisure, and Fitness Studies	125	0.58
40	Physical Sciences	169	0.79
42	Psychology	179	0.83
45	Social Sciences	179	0.83
52	Business, Management, Marketing, and Related Support Services	900	4.20
99	Uncodeable	836	3.90
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	25	0.12
TOTALS		21444	100.00

Variable Name: M1BAYR

Position: 2738 - 2741, Format: N4.

Variable Label: M1 A09 Year math teacher earned Bachelor's degree

Comment: Years less than 1968 recoded as 1968 and years greater than 2009 recoded as 2009 on the public use file.

Variable Description:

- In what year did you receive your Bachelor's degree?

Note: M1BAYR was logically imputed to M1HIDEGYR for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
C	1968 - 2009	15980	74.52
-7	Item legitimate skip/NA	3	0.01
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	52	0.24
TOTALS		21444	100.00

Variable Name: M1BAIPEDS

Position: 2742 - 2747, Format: N6.

Variable Label: M1 A10B IPEDS ID of math teacher's BA/BS institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: M1BAIPEDS was logically imputed to M1HIDEGIPEDS for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1BAST

Position: 2748 - 2749, Format: N2.

Variable Label: M1 A10D State of math teacher's BA/BS institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: M1BAST was logically imputed to M1HIDEGST for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1BALEVEL

Position: 2750 - 2751, Format: N2.

Variable Label: M1 A10E Level of math teacher's BA/BS institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: M1BALEVEL was logically imputed to M1HIDEGLEVEL for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1BACONT

Position: 2752 - 2753, Format: N2.

Variable Label: M1 A10F Control of math teacher's BA/BS institution

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: M1BACONT was logically imputed to M1HIDEGCONT for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
1	Public	10551	49.20
2	Private, not-for-profit	4267	19.90
3	Private, for-profit	206	0.96
-7	Item legitimate skip/NA	3	0.01
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1008	4.70
TOTALS		21444	100.00

Variable Name: M1BASCHED

Position: 2754 - 2755, Format: N2.

Variable Label: M1 A11 Math teacher's BA/BS degree awarded by education department

Variable Description:

- Was this Bachelor's degree awarded by [institution name]'s department of education?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's actual institution attended was used in place of 'institution name'. M1BASCHED was logically imputed to M1HIDEGSCHED for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
0	No	7781	36.29
1	Yes	8097	37.76
-7	Item legitimate skip/NA	3	0.01
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	154	0.72
TOTALS		21444	100.00

Variable Name: M1BAMAJV

Position: 2756 - 2795, Format: A40

Variable Label: M1 A12A Math teacher's major for BA/BS-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: M1BAMAJV was logically imputed to M1HIMAJV for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1BAMAJ6

Position: 2796 - 2802, Format: A7

Variable Label: M1 A12C Math teacher's major for BA/BS 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: M1BAMAJ6 was logically imputed to M1HIMAJ6 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: M1BAMAJ2

Position: 2803 - 2804, Format: N2.

Variable Label: M1 A12B Math teacher's major for BA/BS 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: M1BAMAJ2 was logically imputed to M1HIMAJ2 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage

11	Computer and Information Sciences and Support Services	155	0.72
13	Education	6906	32.20
14	Engineering	744	3.47
24	Liberal Arts and Sciences, General Studies and Humanities	159	0.74
27	Mathematics and Statistics	4883	22.77
31	Parks, Recreation, Leisure, and Fitness Studies	135	0.63
40	Physical Sciences	282	1.32
42	Psychology	248	1.16
45	Social Sciences	318	1.48
52	Business, Management, Marketing, and Related Support Services	1041	4.85
99	Uncodeable	1136	5.30
-7	Item legitimate skip/NA	3	0.01
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	25	0.12
TOTALS		21444	100.00

Variable Name: M1STARTDEG

Position: 2805 - 2806, Format: N2.

Variable Label: M1 A13 Math teacher has started but not completed more advanced degree

Comment: "Started but not completed BA degree" recoded as missing on the public use file.

Variable Description:

- Have you started, but not completed, any work on a degree beyond [highest degree earned]?

(If you have started more than one of the degrees listed below, please select the higher degree.)]

No, have not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'; response options were conditionally displayed based on respondent's actual highest degree earned.

Code	Value Label	Frequency	Percentage
1	Has not started any other degree	11289	52.64
4	Started but not completed MA degree	3270	15.25
5	Started not completed Educ Spec diploma	652	3.04

6	Started but not completed a PhD/MD/etc	501	2.34
-7	Item legitimate skip/NA	202	0.94
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	121	0.56
TOTALS		21444	100.00

Variable Name: M1ALGEBRA

Position: 2807 - 2808, Format: N2.

Variable Label: M1 A14A Math teacher took college-level algebra course(s)

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

Code	Value Label	Frequency	Percentage
0	No	1616	7.54
1	Yes	14384	67.08
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	35	0.16
TOTALS		21444	100.00

Variable Name: M1APPLIEDMTH

Position: 2809 - 2810, Format: N2.

Variable Label: M1 A14B Math teacher took college-level applied mathematics course(s)

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

Code	Value Label	Frequency	Percentage
0	No	9786	45.64
1	Yes	6214	28.98
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	35	0.16
TOTALS		21444	100.00

Variable Name: M1CALCULUS

Position: 2811 - 2812, Format: N2.

Variable Label: M1 A14C Math teacher took college-level calculus/analysis/differential equations

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

Code	Value Label	Frequency	Percentage
0	No	1248	5.82
1	Yes	14752	68.79

-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	35	0.16
TOTALS		21444	100.00

Variable Name: M1DISCRETE

Position: 2813 - 2814, Format: N2.

Variable Label: M1 A14D Math teacher took college-level discrete math/combinatorics/graph theory

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

Code	Value Label	Frequency	Percentage
0	No	6980	32.55
1	Yes	9020	42.06
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	35	0.16
TOTALS		21444	100.00

Variable Name: M1FOUNDATION

Position: 2815 - 2816, Format: N2.

Variable Label: M1 A14E Math teacher took college-level math foundations/history/philosophy/logic

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

Code	Value Label	Frequency	Percentage
0	No	6323	29.49
1	Yes	9677	45.13
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	35	0.16
TOTALS		21444	100.00

Variable Name: M1GEOMETRY

Position: 2817 - 2818, Format: N2.

Variable Label: M1 A14F Math teacher took college-level geometry/trigonometry/topology course(s)

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

Code	Value Label	Frequency	Percentage
0	No	3034	14.15
1	Yes	12966	60.46
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	35	0.16
TOTALS		21444	100.00

Variable Name: M1NUMBERTH

Position: 2819 - 2820, Format: N2.

Variable Label: M1 A14G Math teacher took college-level number theory course(s)

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

Code	Value Label	Frequency	Percentage
0	No	7979	37.21
1	Yes	8021	37.40
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	35	0.16
TOTALS		21444	100.00

Variable Name: M1STATS

Position: 2821 - 2822, Format: N2.

Variable Label: M1 A14H Math teacher took college-level probability or statistics course(s)

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

Code	Value Label	Frequency	Percentage
0	No	2326	10.85
1	Yes	13674	63.77

-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	35	0.16
TOTALS		21444	100.00

Variable Name: M1NOMATH

Position: 2823 - 2824, Format: N2.

Variable Label: M1 A14l Math teacher did not take any of these college-level math courses

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

Code	Value Label	Frequency	Percentage
0	No	15737	73.39
1	Yes	263	1.23
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	35	0.16
TOTALS		21444	100.00

Variable Name: M1MATHJOB

Position: 2825 - 2826, Format: N2.

Variable Label: M1 A15 Math teacher held math-related job prior to becoming a teacher

Variable Description:

- Did you work in a job in which you used college-level math before becoming a teacher?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	13115	61.16
1	Yes	2891	13.48
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	29	0.14

TOTALS		21444	100.00

Variable Name: M1ALTCERT

Position: 2827 - 2828, Format: N2.

Variable Label: M1 A16 Math teacher entered profession via alternative certification program

Variable Description:

- Did you enter teaching through an alternative certification program?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	12874	60.04
1	Yes	3090	14.41
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	71	0.33
TOTALS		21444	100.00

Variable Name: M1CERTTYPE

Position: 2829 - 2830, Format: N2.

Variable Label: M1 A17 Type of math teaching certificate currently held by math teacher

Variable Description:

- Which of the following describes the math teaching certificate you currently hold in [your state]?

Regular or standard state certificate or advanced professional certificate

Certificate issued after satisfying all requirements except the completion of a probationary teaching period

Certificate that requires some additional coursework or passing a test

Certificate issued to persons who must complete a certification program in order to continue teaching

You do not hold any of these certifications in this state

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
1	Regular state cert/adv prof certificate	12769	59.55
2	Certificate issued w/probationary period	722	3.37
3	Cert requiring additional coursewrk/test	810	3.78
4	Cert issued; must complete cert program	499	2.33
5	Holds none of these certs in this state	1211	5.65
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	24	0.11
TOTALS		21444	100.00

Variable Name: M1CERTK5

Position: 2831 - 2832, Format: N2.

Variable Label: M1 A18A Math teacher certified to teach math to grades K-5

Variable Description:

- In which grades does this certificate allow you to teach math in [your state]?

(check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grade (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
0	No	13377	62.38
1	Yes	1382	6.44
-7	Item legitimate skip/NA	1211	5.65
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	65	0.30
TOTALS		21444	100.00

Variable Name: M1CERT68

Position: 2833 - 2834, Format: N2.

Variable Label: M1 A18B Math teacher certified to teach math to grades 6-8

Variable Description:

- In which grades does this certificate allow you to teach math in [your state]?

(check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grade (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
0	No	4653	21.70
1	Yes	10106	47.13
-7	Item legitimate skip/NA	1211	5.65
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	65	0.30
TOTALS		21444	100.00

Variable Name: M1CERT912

Position: 2835 - 2836, Format: N2.

Variable Label: M1 A18C Math teacher certified to teach math to grades 9-12

Variable Description:

- In which grades does this certificate allow you to teach math in [your state]?

(check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grade (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
0	No	198	0.92
1	Yes	14561	67.90
-7	Item legitimate skip/NA	1211	5.65
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	65	0.30
TOTALS		21444	100.00

Variable Name: M1MTHYRS912

Position: 2837 - 2838, Format: N2.

Variable Label: M1 A19 Years math teacher has taught high school math

Comment: Years more than 31 recoded as 31 on the public use file.

Variable Description:

- Including this school year, how many years have you taught high school (grades 9-12) math at any school?

Code	Value Label	Frequency	Percentage
C	1 - 31	15988	74.56
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	47	0.22
TOTALS		21444	100.00

Variable Name: M1TCHYRK8

Position: 2839 - 2840, Format: N2.

Variable Label: M1 A20A Years math teacher has taught any subject to grade levels K-8

Comment: Years more than 16 recoded as 16 on the public use file.

Variable Description:

- The next two questions are about your years teaching math or any other subject.

Including this school year, how many years have you taught...

any grade K-8 at any school? (Please enter 0 if you have never taught grades K-8)

any grade 9-12 at any school?

Code	Value Label	Frequency	Percentage
C	0 - 16	14561	67.90
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1474	6.87
TOTALS		21444	100.00

Variable Name: M1TCHYR912

Position: 2841 - 2842, Format: N2.

Variable Label: M1 A20B Years math teacher has taught any subject to grade levels 9-12

Comment: Years more than 31 recoded as 31 on the public use file.

Variable Description:

- The next two questions are about your years teaching math or any other subject.

Including this school year, how many years have you taught...

any grade K-8 at any school? (Please enter 0 if you have never taught grades K-8)

any grade 9-12 at any school?

Code	Value Label	Frequency	Percentage
C	1 - 31	15789	73.63
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	246	1.15
TOTALS		21444	100.00

Variable Name: M1SCHYRS

Position: 2843 - 2844, Format: N2.

Variable Label: M1 A21 Years math teacher has taught any subject/grade at current school

Comment: Years more than 26 recoded as 26 on the public use file.

Variable Description:

- Including this school year, how many years have you taught any subject at any grade level at [your school]?

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
C	1 - 26	16002	74.62
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	33	0.15
TOTALS		21444	100.00

Variable Name: M1PENSION

Position: 2845 - 2846, Format: N2.

Variable Label: M1 A22 Math teacher collecting from teacher retirement system/401(k)/403(b)

Variable Description:

- Are you currently collecting a pension from a teacher retirement system or drawing money from a school or system sponsored 401(k) or 403(b) plan which includes funds you contributed as a teacher?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	12936	60.32
1	Yes	2970	13.85
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	129	0.60
TOTALS		21444	100.00

Variable Name: M1TEACHING

Position: 2847 - 2848, Format: N2.

Variable Label: M1 B01A Math teachers in this school set high standards for teaching

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

set high standards for teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	9143	42.64
2	Agree	5304	24.73

3	Disagree or strongly disagree	309	1.44
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1279	5.96
TOTALS		21444	100.00

Variable Name: M1LEARNING

Position: 2849 - 2850, Format: N2.

Variable Label: M1 B01B Math teachers in the school set high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

set high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	8584	40.03
2	Agree	5676	26.47
3	Disagree or strongly disagree	485	2.26
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1290	6.02
TOTALS		21444	100.00

Variable Name: M1BELIEVE

Position: 2851 - 2852, Format: N2.

Variable Label: M1 B01C Math teachers in this school believe all students can do well

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

believe all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage

1	Strongly agree	4998	23.31
2	Agree	8137	37.95
3	Disagree or strongly disagree	1552	7.24
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1348	6.29
TOTALS		21444	100.00

Variable Name: M1CLEARGOALS

Position: 2853 - 2854, Format: N2.

Variable Label: M1 B01D Math teachers in this school make goals clear to students

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

make expectations for instructional goals clear to students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	7425	34.63
2	Agree	6928	32.31
3	Disagree or strongly disagree	399	1.86
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1283	5.98
TOTALS		21444	100.00

Variable Name: M1GIVEUP

Position: 2855 - 2856, Format: N2.

Variable Label: M1 B01E Math teachers in this school have given up on some students

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

have given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	304	1.42
2	Agree	4236	19.75
3	Disagree	6991	32.60
4	Strongly disagree	3214	14.99
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1290	6.02
TOTALS		21444	100.00

Variable Name: M1CARE

Position: 2857 - 2858, Format: N2.

Variable Label: M1 B01F Math teachers in this school care only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

care only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	505	2.35
3	Disagree	5236	24.42
4	Strongly disagree	8999	41.97
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1295	6.04
TOTALS		21444	100.00

Variable Name: M1EXPECT

Position: 2859 - 2860, Format: N2.

Variable Label: M1 B01G Math teachers in this school expect very little from students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

expect very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	670	3.12
3	Disagree	5105	23.81
4	Strongly disagree	8938	41.68
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1322	6.16
TOTALS		21444	100.00

Variable Name: M1WORKHARD

Position: 2861 - 2862, Format: N2.

Variable Label: M1 B01H Math teachers in the school work hard to make sure all students learn

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

work hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	7519	35.06
2	Agree	6530	30.45
3	Disagree	511	2.38
4	Strongly disagree	187	0.87
-8	Unit non-response/component not applicable	5409	25.22

-9	Missing	1288	6.01
TOTALS		21444	100.00

Variable Name: M1COURSE

Position: 2863 - 2864, Format: N2.

Variable Label: M1 B02 Student's fall 2009 math course - categorized

Comment: "Trigonometry" and "Statistics or Probability" recoded to "Other math" on the public use file.

Variable Description:

- The following questions are about the [fall 2009 math course] you are teaching.

[if web interview: We would like to standardize the various course titles we receive from schools into defined categories. This course may or may not exactly match one of these categories. Regardless, please indicate which of the following best categorizes this course.]

[if phone interview: We would like to standardize the various course titles we receive from schools into defined categories. Please indicate which of the following best categorizes this course.]

Pre-Algebra

Algebra I, part 1 or part 2

Algebra I

Algebra II

Geometry

Analytic Geometry

Trigonometry

Pre-calculus

Calculus

Integrated Math I

Integrated Math II or above

Review or Remedial Math

Statistics or Probability

Other math

Note: Question wording was customized in the survey instrument based on interview mode, as indicated above; question wording was also customized such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	Pre-Algebra	528	2.46
2	Review or Remedial Math	206	0.96
3	Algebra I, part 1 or part 2	1688	7.87
4	Algebra I	5626	26.24
5	Algebra II	792	3.69
6	Geometry	2668	12.44
8	Analytic Geometry	93	0.43
10	Other adv math, e.g. Pre-calc or Calc	67	0.31
11	Integrated Math I	560	2.61

12	Integrated Math II or above	120	0.56
13	Other math	189	0.88
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3498	16.31
TOTALS		21444	100.00

Variable Name: M1ACHIEVE

Position: 2865 - 2866, Format: N2.

Variable Label: M1 B03 Achievement of students in math course compared w/ average 9th grader

Variable Description:

- Which of the following best describes the achievement level of students in [fall 2009 math course] compared with the average 9th grade student in this school?

Higher achievement levels

Average achievement levels

Lower achievement levels

Widely differing achievement levels

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	Higher achievement levels	3530	16.46
2	Average achievement levels	5394	25.15
3	Lower achievement levels	2458	11.46
4	Widely differing achievement levels	1108	5.17
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3545	16.53
TOTALS		21444	100.00

Variable Name: M1UNPREPPCT

Position: 2867 - 2868, Format: N2.

Variable Label: M1 B04 Percentage of students in math course that are unprepared

Variable Description:

- About what percentage of the students in [fall 2009 math course] are not adequately prepared to tackle the material you cover?

25% or less

26% to 50%

51% to 75%

More than 75%

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	25% or less	7770	36.23
2	26% to 50%	2989	13.94
3	51% to 75%	1228	5.73
4	More than 75%	433	2.02
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3615	16.86
TOTALS		21444	100.00

Variable Name: M1GROUP

Position: 2869 - 2870, Format: N2.

Variable Label: M1 B05 Math teacher has students work in small groups

Variable Description:

- Do you have students in your [fall 2009 math course] work in small groups?

Yes

Not currently, but you plan to at some point during this course

No

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
0	No	1672	7.80
1	Yes	9320	43.46
2	Not currently, but plan to during course	1466	6.84
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3577	16.68
TOTALS		21444	100.00

Variable Name: M1ASSIGN

Position: 2871 - 2872, Format: N2.

Variable Label: M1 B06 How math teacher assigns students to small groups

Variable Description:

- Primarily, how do you [plan to] assign students to groups in [fall 2009 math course]?

Intentionally create groups so students will be of similar ability levels

Intentionally create groups so students will be of different ability levels

Create groups without regard to ability level such as alphabetically or randomly

Groups will be chosen by the students

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'; question wording was also customized such that 'plan to' was used in cases where the teacher respondent indicated they did not currently have students work in small groups, but planned to at some point during the course.

Code	Value Label	Frequency	Percentage
1	Create groups of similar ability levels	781	3.64
2	Create groups of different ability levls	5812	27.10
3	Create groups w/o regard to ability levl	1760	8.21
4	Groups chosen by the students	2402	11.20
-7	Item legitimate skip/NA	1672	7.80
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3608	16.83
TOTALS		21444	100.00

Variable Name: M1INTEREST

Position: 2873 - 2874, Format: N2.

Variable Label: M1 B07A Math teacher's emphasis on increasing students' interest in math

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Increasing students' interest in mathematics

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	1608	7.50
3	Moderate emphasis	6570	30.64

4	Heavy emphasis	4293	20.02
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3564	16.62
TOTALS		21444	100.00

Variable Name: M1CONCEPTS

Position: 2875 - 2876, Format: N2.

Variable Label: M1 B07B Math teacher's emphasis on teaching math concepts

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students mathematical concepts

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	53	0.25
3	Moderate emphasis	1817	8.47
4	Heavy emphasis	10571	49.30
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3594	16.76
TOTALS		21444	100.00

Variable Name: M1ALGORITHM

Position: 2877 - 2878, Format: N2.

Variable Label: M1 B07C Math teacher's emphasis on teaching math algorithms/procedures

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students mathematical algorithms or procedures

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage

1	No emphasis	109	0.51
2	Minimal emphasis	801	3.74
3	Moderate emphasis	4947	23.07
4	Heavy emphasis	6601	30.78
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3577	16.68
TOTALS		21444	100.00

Variable Name: M1COMPSKILLS

Position: 2879 - 2880, Format: N2.

Variable Label: M1 B07D Math teacher's emphasis on developing computational skills

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Developing students' computational skills

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	104	0.48
2	Minimal emphasis	1576	7.35
3	Moderate emphasis	5017	23.40
4	Heavy emphasis	5754	26.83
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3584	16.71
TOTALS		21444	100.00

Variable Name: M1PROBLEM

Position: 2881 - 2882, Format: N2.

Variable Label: M1 B07E Math teacher's emphasis on developing problem solving skills

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Developing students' problem solving skills

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	290	1.35
3	Moderate emphasis	3763	17.55
4	Heavy emphasis	8405	39.20
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3577	16.68
TOTALS		21444	100.00

Variable Name: M1REASON

Position: 2883 - 2884, Format: N2.

Variable Label: M1 B07F Math teacher's emphasis on reasoning mathematically

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students to reason mathematically

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	374	1.74
3	Moderate emphasis	3850	17.95
4	Heavy emphasis	8238	38.42

-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3573	16.66
TOTALS		21444	100.00

Variable Name: M1IDEAS

Position: 2885 - 2886, Format: N2.

Variable Label: M1 B07G Math teacher's emphasis on connecting math ideas

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students how mathematics ideas connect with one another

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	593	2.77
3	Moderate emphasis	4607	21.48
4	Heavy emphasis	7254	33.83
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3581	16.70
TOTALS		21444	100.00

Variable Name: M1PREPARE

Position: 2887 - 2888, Format: N2.

Variable Label: M1 B07H Math teacher's emphasis on preparation for further math study

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Preparing students for further study in mathematics

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	77	0.36

2	Minimal emphasis	660	3.08
3	Moderate emphasis	4083	19.04
4	Heavy emphasis	7636	35.61
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3579	16.69
TOTALS		21444	100.00

Variable Name: M1LOGIC

Position: 2889 - 2890, Format: N2.

Variable Label: M1 B07I Math teacher's emphasis on logical structure of mathematics

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students the logical structure of mathematics

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	65	0.30
2	Minimal emphasis	1415	6.60
3	Moderate emphasis	5496	25.63
4	Heavy emphasis	5400	25.18
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3659	17.06
TOTALS		21444	100.00

Variable Name: M1HISTORY

Position: 2891 - 2892, Format: N2.

Variable Label: M1 B07J Math teacher's emphasis on history and nature of math

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students about the history and nature of mathematics

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	1380	6.44
2	Minimal emphasis	6936	32.34
3	Moderate emphasis	3375	15.74
4	Heavy emphasis	730	3.40
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3614	16.85
TOTALS		21444	100.00

Variable Name: M1EXPLAIN

Position: 2893 - 2894, Format: N2.

Variable Label: M1 B07K Math teacher's emphasis on effectively explaining math ideas

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students to explain ideas in mathematics effectively

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	69	0.32
2	Minimal emphasis	1330	6.20
3	Moderate emphasis	5985	27.91

4	Heavy emphasis	5052	23.56
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3599	16.78
TOTALS		21444	100.00

Variable Name: M1BUSINESS

Position: 2895 - 2896, Format: N2.

Variable Label: M1 B07L Math teacher's emphasis on business/industry applications of math

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students how to apply mathematics in business and industry

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	435	2.03
2	Minimal emphasis	3784	17.65
3	Moderate emphasis	5771	26.91
4	Heavy emphasis	2443	11.39
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3602	16.80
TOTALS		21444	100.00

Variable Name: M1COMPUTE

Position: 2897 - 2898, Format: N2.

Variable Label: M1 B07M Math teacher's emphasis on speedy/accurate computations

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students to perform computations with speed and accuracy

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	246	1.15
2	Minimal emphasis	2794	13.03
3	Moderate emphasis	5875	27.40
4	Heavy emphasis	3525	16.44
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3595	16.76
TOTALS		21444	100.00

Variable Name: M1TEST

Position: 2899 - 2900, Format: N2.

Variable Label: M1 B07N Math teacher's emphasis on standardized test preparation

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Preparing students for standardized tests

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	180	0.84
2	Minimal emphasis	1820	8.49
3	Moderate emphasis	5429	25.32
4	Heavy emphasis	5016	23.39
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	3590	16.74
TOTALS		21444	100.00

Variable Name: M1ADVSENIOR

Position: 2901 - 2902, Format: N2.

Variable Label: M1 B08A Advanced math courses assigned to teachers with the most seniority

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

Advanced courses are assigned to teachers with the most seniority

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1967	9.17
2	Agree	3859	18.00
3	Disagree	6232	29.06
4	Strongly disagree	2339	10.91
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1638	7.64
TOTALS		21444	100.00

Variable Name: M1ADVBCKGRND

Position: 2903 - 2904, Format: N2.

Variable Label: M1 B08B Advanced math courses assigned to teachers with strongest background

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

Advanced courses are assigned to teachers with the strongest math background

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2576	12.01
2	Agree	6266	29.22

3	Disagree	4231	19.73
4	Strongly disagree	1320	6.16
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1642	7.66
TOTALS		21444	100.00

Variable Name: M1ADVALL

Position: 2905 - 2906, Format: N2.

Variable Label: M1 B08C Advanced math courses assigned to all or most math teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

All or most math teachers are assigned at least one section of advanced courses

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1042	4.86
2	Agree	3648	17.01
3	Disagree	6474	30.19
4	Strongly disagree	3168	14.77
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1703	7.94
TOTALS		21444	100.00

Variable Name: M1NCNEW

Position: 2907 - 2908, Format: N2.

Variable Label: M1 B08D Non-college prep math courses assigned to teachers new to profession

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

Non-college prep courses are assigned to teachers new to the profession

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	993	4.63
2	Agree	3624	16.90
3	Disagree	7083	33.03
4	Strongly disagree	2488	11.60
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1847	8.61
TOTALS		21444	100.00

Variable Name: M1NCLOW

Position: 2909 - 2910, Format: N2.

Variable Label: M1 B08E Non-college prep math courses assigned to teachers w/ low performers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

Non-college prep courses are assigned to teachers whose students do not perform well on standardized tests

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	264	1.23
2	Agree	1608	7.50

3	Disagree	7795	36.35
4	Strongly disagree	4363	20.35
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	2005	9.35
TOTALS		21444	100.00

Variable Name: M1NCALL

Position: 2911 - 2912, Format: N2.

Variable Label: M1 B08F Non-college prep math courses assigned to all/most math teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

All or most math teachers are assigned at least one section of a non-college prep course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1545	7.20
2	Agree	5024	23.43
3	Disagree	5276	24.60
4	Strongly disagree	2311	10.78
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1879	8.76
TOTALS		21444	100.00

Variable Name: M1HELPAVAIL

Position: 2913 - 2914, Format: N2.

Variable Label: M1 B09A Rating of availability of Algebra 1 remedial assistance for students

Variable Description:

- How would you rate the following aspects of remedial help for students in [your school] who are struggling in Algebra I?

Availability of tutoring or other remedial assistance

Poor

Fair

Good

Excellent

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Poor	485	2.26
2	Fair	1991	9.28
3	Good	4816	22.46
4	Excellent	7371	34.37
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1372	6.40
TOTALS		21444	100.00

Variable Name: M1HELPQUALTY

Position: 2915 - 2916, Format: N2.

Variable Label: M1 B09B Rating of quality of Algebra 1 tutoring/remedial assistance for students

Variable Description:

- How would you rate the following aspects of remedial help for students in [your school] who are struggling in Algebra I?

Quality of tutoring or other remedial assistance

Poor

Fair

Good

Excellent

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Poor	368	1.72
2	Fair	1862	8.68
3	Good	6131	28.59

4	Excellent	6279	29.28
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1395	6.51
TOTALS		21444	100.00

Variable Name: M1SHRIDEAS

Position: 2917 - 2918, Format: N2.

Variable Label: M1 B10A Math teachers in this department share ideas on teaching

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

share ideas on teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	6474	30.19
2	Agree	6980	32.55
3	Disagree	884	4.12
4	Strongly disagree	276	1.29
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1421	6.63
TOTALS		21444	100.00

Variable Name: M1WORKSHOP

Position: 2919 - 2920, Format: N2.

Variable Label: M1 B10B Math teachers in dept discuss what was learned at workshop/conference

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

discuss what was learned at a workshop or conference.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3992	18.62
2	Agree	8200	38.24
3	Disagree	1928	8.99
4	Strongly disagree	521	2.43
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1394	6.50
TOTALS		21444	100.00

Variable Name: M1SHRSTWRK

Position: 2921 - 2922, Format: N2.

Variable Label: M1 B10C Math teachers in this department share and discuss student work

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

share and discuss student work.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3947	18.41
2	Agree	7926	36.96
3	Disagree	2303	10.74
4	Strongly disagree	457	2.13
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1402	6.54
TOTALS		21444	100.00

Variable Name: M1SHRLESSONS

Position: 2923 - 2924, Format: N2.

Variable Label: M1 B10D Math teachers in this dept discuss lessons that were not successful

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

discuss particular lessons that were not very successful.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3436	16.02
2	Agree	7818	36.46
3	Disagree	2888	13.47
4	Strongly disagree	472	2.20
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1421	6.63
TOTALS		21444	100.00

Variable Name: M1SHRBELIEFS

Position: 2925 - 2926, Format: N2.

Variable Label: M1 B10E Math teachers in this dept discuss beliefs about teaching/learning

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

discuss beliefs about teaching and learning.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4751	22.16
2	Agree	8085	37.70

3	Disagree	1455	6.79
4	Strongly disagree	327	1.52
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1417	6.61
TOTALS		21444	100.00

Variable Name: M1SHRMTHDS

Position: 2927 - 2928, Format: N2.

Variable Label: M1 B10F Math teachers in dept share research on effective teaching methods

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

share and discuss research on effective teaching methods.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3429	15.99
2	Agree	7353	34.29
3	Disagree	3089	14.40
4	Strongly disagree	746	3.48
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1418	6.61
TOTALS		21444	100.00

Variable Name: M1SHRELL

Position: 2929 - 2930, Format: N2.

Variable Label: M1 B10G Math teachers in dept share research on ELL instructional practices

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

share and discuss research on effective instructional practices for English language learners.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1231	5.74
2	Agree	5532	25.80
3	Disagree	6127	28.57
4	Strongly disagree	1311	6.11
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1834	8.55
TOTALS		21444	100.00

Variable Name: M1SHRAPPRCH

Position: 2931 - 2932, Format: N2.

Variable Label: M1 B10H Math teachers in dept explore approaches for underperforming students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

explore new teaching approaches for under-performing students.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3714	17.32
2	Agree	8332	38.85

3	Disagree	2271	10.59
4	Strongly disagree	258	1.20
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1460	6.81
TOTALS		21444	100.00

Variable Name: M1SHRCONTENT

Position: 2933 - 2934, Format: N2.

Variable Label: M1 B10l Math teachers in dept coordinate course content with other teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

make a conscious effort to coordinate the content of courses with other teachers in this school.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5202	24.26
2	Agree	6235	29.08
3	Disagree	2656	12.39
4	Strongly disagree	442	2.06
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1500	6.99
TOTALS		21444	100.00

Variable Name: M1EFFECTIVE

Position: 2935 - 2936, Format: N2.

Variable Label: M1 B10J Math teachers in dept are effective at teaching students in math

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

are effective at teaching students mathematics.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	6273	29.25
2	Agree	7960	37.12
3	Disagree or strongly disagree	385	1.80
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1417	6.61
TOTALS		21444	100.00

Variable Name: M1MENTOR

Position: 2937 - 2938, Format: N2.

Variable Label: M1 B10K Math teachers in this dept provide support to new math teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

provide support to new mathematics teachers.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	6759	31.52
2	Agree	6608	30.82

3	Disagree	954	4.45
4	Strongly disagree	232	1.08
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1482	6.91
TOTALS		21444	100.00

Variable Name: M1CHAIR

Position: 2939 - 2940, Format: N2.

Variable Label: M1 B10L Math teachers are supported/encouraged by math department's chair

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

are supported and encouraged by the math department's chair or curricular area coordinator.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	6693	31.21
2	Agree	6351	29.62
3	Disagree	1100	5.13
4	Strongly disagree	338	1.58
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1553	7.24
TOTALS		21444	100.00

Variable Name: M1ENGCOMP

Position: 2941 - 2942, Format: N2.

Variable Label: M1 D01A Comparison of females' and males' abilities in English or language arts

Comment: "Males are much better" recoded as "Males are somewhat to much better" on the public use file.

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

English or Language Arts

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	659	3.07
2	Females are somewhat better	4045	18.86
3	Females and males are the same	8709	40.61
4	Males are somewhat to much better	48	0.22
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	2574	12.00
TOTALS		21444	100.00

Variable Name: M1MTHCOMP

Position: 2943 - 2944, Format: N2.

Variable Label: M1 D01B Comparison of females' and males' abilities in math

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Math

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	443	2.07
2	Females are somewhat better	1803	8.41
3	Females and males are the same	10616	49.51
4	Males are somewhat better	1411	6.58

5	Males are much better	111	0.52
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1651	7.70
TOTALS		21444	100.00

Variable Name: M1SCICOMP

Position: 2945 - 2946, Format: N2.

Variable Label: M1 D01C Comparison of females' and males' abilities in science

Comment: "Males are much better" recoded as "Males are somewhat to much better" on the public use file.

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Science

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	141	0.66
2	Females are somewhat better	937	4.37
3	Females and males are the same	10454	48.75
4	Males are somewhat to much better	1904	8.88
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	2599	12.12
TOTALS		21444	100.00

Variable Name: M1TARDY

Position: 2947 - 2948, Format: N2.

Variable Label: M1 D02A Student tardiness is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student tardiness

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	3004	14.01
2	Minor problem	6310	29.43
3	Moderate problem	3817	17.80
4	Serious problem	1542	7.19
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1362	6.35
TOTALS		21444	100.00

Variable Name: M1STUABSENT

Position: 2949 - 2950, Format: N2.

Variable Label: M1 D02B Student absenteeism is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	2062	9.62
2	Minor problem	5681	26.49
3	Moderate problem	4454	20.77
4	Serious problem	2462	11.48
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1376	6.42
TOTALS		21444	100.00

Variable Name: M1CUT

Position: 2951 - 2952, Format: N2.

Variable Label: M1 D02C Student class cutting is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student class cutting

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	5588	26.06
2	Minor problem	6045	28.19
3	Moderate problem	2165	10.10
4	Serious problem	884	4.12
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1353	6.31
TOTALS		21444	100.00

Variable Name: M1TCHRABSENT

Position: 2953 - 2954, Format: N2.

Variable Label: M1 D02D Teacher absenteeism is a problem at this school

Comment: "Serious problem" recoded as "Moderate to serious problem" on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Teacher absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	10586	49.37
2	Minor problem	3458	16.13
3	Moderate to serious problem	619	2.89

-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1372	6.40
TOTALS		21444	100.00

Variable Name: M1DROPOUT

Position: 2955 - 2956, Format: N2.

Variable Label: M1 D02E Students dropping out is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students dropping out

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	5073	23.66
2	Minor problem	6026	28.10
3	Moderate problem	2626	12.25
4	Serious problem	941	4.39
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1369	6.38
TOTALS		21444	100.00

Variable Name: M1APATHY

Position: 2957 - 2958, Format: N2.

Variable Label: M1 D02F Student apathy is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student apathy

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage

1	Not a problem	1651	7.70
2	Minor problem	4765	22.22
3	Moderate problem	4331	20.20
4	Serious problem	3878	18.08
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1410	6.58
TOTALS		21444	100.00

Variable Name: M1INVOLVEMNT

Position: 2959 - 2960, Format: N2.

Variable Label: M1 D02G Lack of parental involvement is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of parental involvement

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	2978	13.89
2	Minor problem	4383	20.44
3	Moderate problem	4412	20.57
4	Serious problem	2943	13.72
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1319	6.15
TOTALS		21444	100.00

Variable Name: M1UNPREPPROB

Position: 2961 - 2962, Format: N2.

Variable Label: M1 D02H Students coming unprepared to learn is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students come to school unprepared to learn

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	1450	6.76
2	Minor problem	4757	22.18
3	Moderate problem	4794	22.36
4	Serious problem	3704	17.27
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1330	6.20
TOTALS		21444	100.00

Variable Name: M1HEALTH

Position: 2963 - 2964, Format: N2.

Variable Label: M1 D02I Poor student health is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Poor student health

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	6958	32.45
2	Minor problem	6054	28.23
3	Moderate problem	1471	6.86

4	Serious problem	164	0.76
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1388	6.47
TOTALS		21444	100.00

Variable Name: M1RESOURCES

Position: 2965 - 2966, Format: N2.

Variable Label: M1 D02J Lack of teacher resources and materials is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of resources and materials for teachers

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	6411	29.90
2	Minor problem	5184	24.17
3	Moderate problem	2161	10.08
4	Serious problem	909	4.24
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1370	6.39
TOTALS		21444	100.00

Variable Name: M1ABLRANGE

Position: 2967 - 2968, Format: N2.

Variable Label: M1 D03A Teaching is limited by different academic abilities in the same class

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students with different academic abilities in the same class

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage

0	Not applicable	212	0.99
1	Not at all	1725	8.04
2	A little	5345	24.93
3	Some	4963	23.14
4	A lot	2440	11.38
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1350	6.30
TOTALS		21444	100.00

Variable Name: M1SESRANGE

Position: 2969 - 2970, Format: N2.

Variable Label: M1 D03B Teaching is limited by students with wide range of SES backgrounds

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students who come from a wide range of socio-economic backgrounds

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	473	2.21
1	Not at all	6778	31.61
2	A little	4558	21.26
3	Some	2152	10.04
4	A lot	689	3.21
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1385	6.46
TOTALS		21444	100.00

Variable Name: M1LANGRANGE

Position: 2971 - 2972, Format: N2.

Variable Label: M1 D03C Teaching is limited by students with wide range of language backgrounds

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students who come from a wide range of language backgrounds

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	2973	13.86
1	Not at all	5222	24.35
2	A little	4278	19.95
3	Some	1734	8.09
4	A lot	453	2.11
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1375	6.41
TOTALS		21444	100.00

Variable Name: M1SPECNEED

Position: 2973 - 2974, Format: N2.

Variable Label: M1 D03D Teaching is limited by students with special needs

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students with special needs such as hearing, vision, or speech impairments, physical disabilities, or mental, emotional, or psychological impairments

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	1508	7.03
1	Not at all	5105	23.81
2	A little	5390	25.14

3	Some	2031	9.47
4	A lot	606	2.83
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1395	6.51
TOTALS		21444	100.00

Variable Name: M1UNINTEREST

Position: 2975 - 2976, Format: N2.

Variable Label: M1 D03E Teaching is limited by uninterested students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Uninterested students

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	68	0.32
1	Not at all	1345	6.27
2	A little	4546	21.20
3	Some	4746	22.13
4	A lot	3938	18.36
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1392	6.49
TOTALS		21444	100.00

Variable Name: M1MORALE

Position: 2977 - 2978, Format: N2.

Variable Label: M1 D03F Teaching is limited by low morale among students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Low morale among students

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	443	2.07
1	Not at all	3010	14.04
2	A little	5298	24.71
3	Some	4015	18.72
4	A lot	1854	8.65
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1415	6.60
TOTALS		21444	100.00

Variable Name: M1DISRUPT

Position: 2979 - 2980, Format: N2.

Variable Label: M1 D03G Teaching is limited by disruptive students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Disruptive students

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	293	1.37
1	Not at all	2226	10.38
2	A little	5584	26.04
3	Some	3990	18.61
4	A lot	2562	11.95
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1380	6.44
TOTALS		21444	100.00

Variable Name: M1PROFDEV

Position: 2981 - 2982, Format: N2.

Variable Label: M1 D03H Teaching is limited by inadequate professional learning opportunities

Variable Description:

- In your view, to what extent do the following limit how you teach?

Inadequate opportunities for professional learning

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	1341	6.25
1	Not at all	8401	39.18
2	A little	3256	15.18
3	Some	1211	5.65
4	A lot	407	1.90
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1419	6.62
TOTALS		21444	100.00

Variable Name: M1ADMSUPPORT

Position: 2983 - 2984, Format: N2.

Variable Label: M1 D03I Teaching is limited by inadequate administrative support

Variable Description:

- In your view, to what extent do the following limit how you teach?

Inadequate administrative support

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	1237	5.77
1	Not at all	8460	39.45
2	A little	2882	13.44
3	Some	1362	6.35

4	A lot	702	3.27
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1392	6.49
TOTALS		21444	100.00

Variable Name: M1COMPUTER

Position: 2985 - 2986, Format: N2.

Variable Label: M1 D03J Teaching is limited by shortage of computer hardware/software

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of computer hardware or software

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	816	3.81
1	Not at all	7173	33.45
2	A little	3602	16.80
3	Some	2034	9.49
4	A lot	1045	4.87
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1365	6.37
TOTALS		21444	100.00

Variable Name: M1TECHSUPPRT

Position: 2987 - 2988, Format: N2.

Variable Label: M1 D03K Teaching is limited by shortage of support for using computers

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of support for using computers

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage

0	Not applicable	1029	4.80
1	Not at all	8207	38.27
2	A little	3028	14.12
3	Some	1623	7.57
4	A lot	739	3.45
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1409	6.57
TOTALS		21444	100.00

Variable Name: M1BOOKS

Position: 2989 - 2990, Format: N2.

Variable Label: M1 D03L Teaching is limited by shortage of textbooks for student use

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of textbooks for student use

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	1377	6.42
1	Not at all	9767	45.55
2	A little	1783	8.31
3	Some	1014	4.73
4	A lot	691	3.22
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1403	6.54
TOTALS		21444	100.00

Variable Name: M1STUEQUIP

Position: 2991 - 2992, Format: N2.

Variable Label: M1 D03M Teaching is limited by shortage of instructional equipment for students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of other instructional equipment for students' use

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	901	4.20
1	Not at all	7402	34.52
2	A little	3887	18.13
3	Some	1779	8.30
4	A lot	629	2.93
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1437	6.70
TOTALS		21444	100.00

Variable Name: M1DEMOEQUIP

Position: 2993 - 2994, Format: N2.

Variable Label: M1 D03N Teaching is limited by shortage of equipment for demonstrations

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of equipment for your use in demonstrations and other exercises

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	944	4.40
1	Not at all	7445	34.72
2	A little	3719	17.34
3	Some	1770	8.25

4	A lot	792	3.69
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1365	6.37
TOTALS		21444	100.00

Variable Name: M1FACILITIES

Position: 2995 - 2996, Format: N2.

Variable Label: M1 D03O Teaching is limited by inadequate physical facilities

Variable Description:

- In your view, to what extent do the following limit how you teach?

Inadequate physical facilities

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	1397	6.51
1	Not at all	9464	44.13
2	A little	2329	10.86
3	Some	950	4.43
4	A lot	495	2.31
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1400	6.53
TOTALS		21444	100.00

Variable Name: M1RATIO

Position: 2997 - 2998, Format: N2.

Variable Label: M1 D03P Teaching is limited by high student to teacher ratio

Variable Description:

- In your view, to what extent do the following limit how you teach?

High student to teacher ratio

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage

0	Not applicable	779	3.63
1	Not at all	4973	23.19
2	A little	4373	20.39
3	Some	2650	12.36
4	A lot	1829	8.53
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1431	6.67
TOTALS		21444	100.00

Variable Name: M1PLANNING

Position: 2999 - 3000, Format: N2.

Variable Label: M1 D03Q Teaching is limited by lack of planning time

Variable Description:

- In your view, to what extent do the following limit how you teach?

Lack of planning time

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	868	4.05
1	Not at all	6670	31.10
2	A little	3760	17.53
3	Some	2012	9.38
4	A lot	1327	6.19
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1398	6.52
TOTALS		21444	100.00

Variable Name: M1AUTONOMY

Position: 3001 - 3002, Format: N2.

Variable Label: M1 D03R Teaching is limited by lack of autonomy in instructional decisions

Variable Description:

- In your view, to what extent do the following limit how you teach?

Lack of autonomy in instructional decisions

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	1169	5.45
1	Not at all	8892	41.47
2	A little	2980	13.90
3	Some	1073	5.00
4	A lot	371	1.73
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1550	7.23
TOTALS		21444	100.00

Variable Name: M1FAMSUPPORT

Position: 3003 - 3004, Format: N2.

Variable Label: M1 D03S Teaching is limited by lack of parent/family support

Variable Description:

- In your view, to what extent do the following limit how you teach?

Lack of parent or family support

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	486	2.27
1	Not at all	4092	19.08
2	A little	4917	22.93
3	Some	3350	15.62

4	A lot	1799	8.39
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1391	6.49
TOTALS		21444	100.00

Variable Name: M1FAMILY

Position: 3005 - 3006, Format: N2.

Variable Label: M1 D04A Amount a student can learn is primarily related to family background

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

The amount a student can learn is primarily related to family background

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	517	2.41
2	Agree	3240	15.11
3	Disagree	8370	39.03
4	Strongly disagree	2501	11.66
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1407	6.56
TOTALS		21444	100.00

Variable Name: M1DISCIPLINE

Position: 3007 - 3008, Format: N2.

Variable Label: M1 D04B Students not disciplined at home not likely to accept school discipline

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If students are not disciplined at home, they are not likely to accept any discipline at school

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	2511	11.71
2	Agree	7750	36.14

3	Disagree	3960	18.47
4	Strongly disagree	450	2.10
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1364	6.36
TOTALS		21444	100.00

Variable Name: M1STUACHIEVE

Position: 3009 - 3010, Format: N2.

Variable Label: M1 D04C Teachers are limited b/c home environment influences student achievement

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

You are very limited in what you can achieve because a student's home environment is a large influence on their achievement

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	828	3.86
2	Agree	5102	23.79
3	Disagree	7873	36.71
4	Strongly disagree	826	3.85
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1406	6.56
TOTALS		21444	100.00

Variable Name: M1PARENT

Position: 3011 - 3012, Format: N2.

Variable Label: M1 D04D If parents would do more for children teacher could do more for students

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If parents would do more for their children, you could do more for your students

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1924	8.97

2	Agree	7486	34.91
3	Disagree	4453	20.77
4	Strongly disagree	648	3.02
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1524	7.11
TOTALS		21444	100.00

Variable Name: M1RETAIN

Position: 3013 - 3014, Format: N2.

Variable Label: M1 D04E Knows how to increase student retention of info from lesson to lesson

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If a student did not remember information you gave in a previous lesson, you would know how to increase their retention in the next lesson

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1348	6.29
2	Agree	9784	45.63
3	Disagree	3128	14.59
4	Strongly disagree	148	0.69
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1627	7.59
TOTALS		21444	100.00

Variable Name: M1REDIRECT

Position: 3015 - 3016, Format: N2.

Variable Label: M1 D04F Knows techniques to redirect disruptive students quickly

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If a student in your class becomes disruptive and noisy, you feel assured that you know some techniques to redirect them quickly

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	4524	21.10
2	Agree	9059	42.24
3	Disagree or strongly disagree	1059	4.94
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1393	6.50
TOTALS		21444	100.00

Variable Name: M1GETTHRU

Position: 3017 - 3018, Format: N2.

Variable Label: M1 D04G Can get through to even the most difficult or unmotivated students

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If you really try hard, you can get through to even the most difficult or unmotivated students

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	2489	11.61
2	Agree	8337	38.88
3	Disagree	3507	16.35
4	Strongly disagree	329	1.53
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1373	6.40
TOTALS		21444	100.00

Variable Name: M1HOMEFX

Position: 3019 - 3020, Format: N2.

Variable Label: M1 D04H Cannot do much b/c student motivation/performance depends on home

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

When it comes right down to it, you really can not do much because most of a student's motivation and performance depends on their home environment

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	222	1.04
2	Agree	2013	9.39
3	Disagree	9537	44.47
4	Strongly disagree	2765	12.89
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1498	6.99
TOTALS		21444	100.00

Variable Name: M1PRESSURES

Position: 3021 - 3022, Format: N2.

Variable Label: M1 D05A School's principal deals w/ outside pressures interfering with teaching

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

deals effectively with pressures from outside the school that might interfere with my teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4104	19.14
2	Agree	8104	37.79
3	Disagree	1855	8.65
4	Strongly disagree	488	2.28
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1484	6.92
TOTALS		21444	100.00

Variable Name: M1POORJOBRES

Position: 3023 - 3024, Format: N2.

Variable Label: M1 D05B School's principal does poor job of getting resources for this school

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

does a poor job of getting resources for this school.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	238	1.11
2	Agree	911	4.25
3	Disagree	8351	38.94
4	Strongly disagree	5002	23.33
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1533	7.15
TOTALS		21444	100.00

Variable Name: M1PSETSPRIO

Position: 3025 - 3026, Format: N2.

Variable Label: M1 D05C School's principal sets priorities and sees that they are carried out

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

sets priorities, makes plans, and sees that they are carried out.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4249	19.81
2	Agree	8175	38.12
3	Disagree	1728	8.06

4	Strongly disagree	402	1.87
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1481	6.91
TOTALS		21444	100.00

Variable Name: M1PSCHVISION

Position: 3027 - 3028, Format: N2.

Variable Label: M1 D05D School's principal communicates kind of school that is wanted to staff

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

knows what kind of school he or she wants and has communicated it to the staff.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5448	25.41
2	Agree	7373	34.38
3	Disagree	1438	6.71
4	Strongly disagree	338	1.58
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1438	6.71
TOTALS		21444	100.00

Variable Name: M1PCOMEXP

Position: 3029 - 3030, Format: N2.

Variable Label: M1 D05E School's principal lets staff members know what is expected of them

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

lets staff members know what is expected of them.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4820	22.48
2	Agree	8145	37.98
3	Disagree	1369	6.38
4	Strongly disagree	303	1.41
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1398	6.52
TOTALS		21444	100.00

Variable Name: M1PINNOVATE

Position: 3031 - 3032, Format: N2.

Variable Label: M1 D05F School's principal is interested in innovation and new ideas

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

is interested in innovation and new ideas.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5553	25.90
2	Agree	7932	36.99
3	Disagree	859	4.01
4	Strongly disagree	240	1.12
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1451	6.77
TOTALS		21444	100.00

Variable Name: M1PCONSULTS

Position: 3033 - 3034, Format: N2.

Variable Label: M1 D05G School's principal consults staff before making decisions affecting them

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

usually consults with staff members before he or she makes decisions that affect them.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2755	12.85
2	Agree	7254	33.83
3	Disagree	3539	16.50
4	Strongly disagree	1000	4.66
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1487	6.93
TOTALS		21444	100.00

Variable Name: M1TSCHDISC

Position: 3035 - 3036, Format: N2.

Variable Label: M1 D06A Teachers at this school help maintain discipline in the entire school

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

help maintain discipline in the entire school, not just in their classroom.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2871	13.39
2	Agree	8756	40.83
3	Disagree	2550	11.89

4	Strongly disagree	360	1.68
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1498	6.99
TOTALS		21444	100.00

Variable Name: M1TIMPROVE

Position: 3037 - 3038, Format: N2.

Variable Label: M1 D06B Teachers at this school take responsibility for improving the school

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school... take responsibility for improving the school.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3473	16.20
2	Agree	9534	44.46
3	Disagree or strongly disagree	1451	6.77
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1577	7.35
TOTALS		21444	100.00

Variable Name: M1TSETSTDS

Position: 3039 - 3040, Format: N2.

Variable Label: M1 D06C Teachers at this school set high standards for themselves

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school... set high standards for themselves.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4462	20.81
2	Agree	9007	42.00
3	Disagree or strongly disagree	1030	4.80
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1536	7.16
TOTALS		21444	100.00

Variable Name: M1TSELFDEV

Position: 3041 - 3042, Format: N2.

Variable Label: M1 D06D Teachers at school feel responsible for developing student self-control

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible for helping students develop self-control.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2761	12.88
2	Agree	9956	46.43
3	Disagree or strongly disagree	1753	8.17
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1565	7.30
TOTALS		21444	100.00

Variable Name: M1THELPBEST

Position: 3043 - 3044, Format: N2.

Variable Label: M1 D06E Teachers at school feel responsible for helping each other do their best

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible for helping each other do their best.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3363	15.68
2	Agree	9064	42.27
3	Disagree	1891	8.82
4	Strongly disagree	188	0.88
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1529	7.13
TOTALS		21444	100.00

Variable Name: M1TALLLEARN

Position: 3045 - 3046, Format: N2.

Variable Label: M1 D06F Teachers at this school feel responsible that all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible that all students learn.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3699	17.25
2	Agree	9600	44.77
3	Disagree or strongly disagree	1185	5.53

-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1551	7.23
TOTALS		21444	100.00

Variable Name: M1TFAIL

Position: 3047 - 3048, Format: N2.

Variable Label: M1 D06G Teachers at school feel responsible when students in this school fail

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible when students in this school fail.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1906	8.89
2	Agree	8400	39.17
3	Disagree	3891	18.14
4	Strongly disagree	210	0.98
-8	Unit non-response/component not applicable	5409	25.22
-9	Missing	1628	7.59
TOTALS		21444	100.00

Variable Name: N1SEX

Position: 3049 - 3050, Format: N2.

Variable Label: N1 A01 Science teacher's sex

Variable Description:

- [We would like to confirm your sex.]

Are you male or female?

Male

Female

Note: Bracketed text above was used for telephone interviews only; it was not displayed in web self-administered interviews.

Code	Value Label	Frequency	Percentage
1	Male	6367	29.69
2	Female	8261	38.52

-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1	0.00
TOTALS		21444	100.00

Variable Name: N1HISP

Position: 3051 - 3052, Format: N2.

Variable Label: N1 A02 Science teacher is Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you of Hispanic or [Latino/Latina] origin?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1WHITE

Position: 3053 - 3054, Format: N2.

Variable Label: N1 A03A Science teacher is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1BLACK

Position: 3055 - 3056, Format: N2.

Variable Label: N1 A03B Science teacher is Black

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1ASIAN

Position: 3057 - 3058, Format: N2.

Variable Label: N1 A03C Science teacher is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1PACISLE

Position: 3059 - 3060, Format: N2.

Variable Label: N1 A03D Science teacher is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1AMINDIAN

Position: 3061 - 3062, Format: N2.

Variable Label: N1 A03E Science teacher is American Indian/Alaskan Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1HIDEG

Position: 3063 - 3064, Format: N2.

Variable Label: N1 A04 Science teacher's highest degree earned

Comment: "Associate's degree" recoded with "Bachelor's degree" on the public use file.

Variable Description:

- What is the highest degree you have earned?

Associate's degree

Bachelor's degree

Master's degree

Educational Specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

You do not have a degree

Code	Value Label	Frequency	Percentage
3	Bachelor's degree	6396	29.83
4	Master's degree	7283	33.96
5	Educational Specialist diploma	467	2.18
6	Ph.D./M.D./law degree/other prof degree	483	2.25
-8	Unit non-response/component not applicable	6815	31.78
TOTALS		21444	100.00

Variable Name: N1HIDEGYR

Position: 3065 - 3068, Format: N4.

Variable Label: N1 A05 Year science teacher earned highest degree

Comment: Years before 1975 recoded as 1975 and years after 2009 recoded as 2009 on the public use file.

Variable Description:

- In what year did you receive your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
C	1975 - 2009	14578	67.98
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	51	0.24
TOTALS		21444	100.00

Variable Name: N1HIDEGIPEDS

Position: 3069 - 3074, Format: N6.

Variable Label: N1 A06B IPEDS ID of science teacher's highest degree institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1HIDEGST

Position: 3075 - 3076, Format: N2.

Variable Label: N1 A06D State of science teacher's highest degree institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1HIDEGLEVEL

Position: 3077 - 3078, Format: N2.

Variable Label: N1 A06E Level of science teacher's highest degree institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1HIDEGCONT

Position: 3079 - 3080, Format: N2.

Variable Label: N1 A06F Control of science teacher's highest degree institution

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
1	Public	9335	43.53
2	Private, not-for-profit	3647	17.01
3	Private, for-profit	536	2.50
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1111	5.18
TOTALS		21444	100.00

Variable Name: N1HIDEGSCHED

Position: 3081 - 3082, Format: N2.

Variable Label: N1 A07 Science teacher's highest degree degree awarded by education department

Variable Description:

- Was this [highest degree earned] awarded by [institution name]'s department of education?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned', and such that the actual institution attended was used in place of 'institution name'.

Code	Value Label	Frequency	Percentage
0	No	5269	24.57
1	Yes	9238	43.08
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	122	0.57
TOTALS		21444	100.00

Variable Name: N1HIMAJV

Position: 3083 - 3122, Format: A40

Variable Label: N1 A08A Science teacher's major for highest degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1HIMAJ6

Position: 3123 - 3129, Format: A7

Variable Label: N1 A08C Science teacher's major for highest degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1HIMAJ2

Position: 3130 - 3131, Format: N2.

Variable Label: N1 A08B Science teacher's major for highest degree 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage

1	Agriculture, Agriculture Operations, and Related Sciences	284	1.32
3	Natural Resources and Conservation	326	1.52
13	Education	8227	38.37
14	Engineering	223	1.04
26	Biological and Biomedical Sciences	3173	14.80
30	Multi/Interdisciplinary Studies	136	0.63
31	Parks, Recreation, Leisure, and Fitness Studies	224	1.04
40	Physical Sciences	968	4.51
51	Health Professions and Related Clinical Sciences	296	1.38
52	Business, Management, Marketing, and Related Support Services	157	0.73
99	Uncodeable	612	2.85
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3	0.01
TOTALS		21444	100.00

Variable Name: N1BAYR

Position: 3132 - 3135, Format: N4.

Variable Label: N1 A09 Year science teacher earned Bachelor's degree

Comment: Years less than 1970 recoded as 1970 and years greater than 2009 recoded as 2009 on the public use file.

Variable Description:

- In what year did you receive your Bachelor's degree?

Note: N1BAYR was logically imputed to N1HIDEGYR for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
C	1970 - 2009	14587	68.02
-7	Item legitimate skip/NA	2	0.01
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	40	0.19
TOTALS		21444	100.00

Variable Name: N1BAIPEDS

Position: 3136 - 3141, Format: N6.

Variable Label: N1 A10B IPEDS ID of science teacher's BA/BS institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: N1BAIPEDS was logically imputed to N1HIDEGIPEDS for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1BAST

Position: 3142 - 3143, Format: N2.

Variable Label: N1 A10D State of science teacher's BA/BS institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: N1BAST was logically imputed to N1HIDEGST for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1BALEVEL

Position: 3144 - 3145, Format: N2.

Variable Label: N1 A10E Level of science teacher's BA/BS institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: N1BALEVEL was logically imputed to N1HIDEGLEVEL for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1BACONT

Position: 3146 - 3147, Format: N2.

Variable Label: N1 A10F Control of science teacher's BA/BS institution

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: N1BACONT was logically imputed to N1HIDEGCONT for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
1	Public	9826	45.82
2	Private, not-for-profit	3498	16.31
3	Private, for-profit	161	0.75
-7	Item legitimate skip/NA	2	0.01
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1142	5.33
TOTALS		21444	100.00

Variable Name: N1BASCHED

Position: 3148 - 3149, Format: N2.

Variable Label: N1 A11 Science teacher's BA/BS degree awarded by education department

Variable Description:

- Was this Bachelor's degree awarded by [institution name]'s department of education?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's actual institution attended was used in place of 'institution name'. N1BASCHED was logically imputed to N1HIDEGSCHED for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
0	No	8328	38.84
1	Yes	6138	28.62
-7	Item legitimate skip/NA	2	0.01
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	161	0.75
TOTALS		21444	100.00

Variable Name: N1BAMAJV

Position: 3150 - 3189, Format: A40

Variable Label: N1 A12A Science teacher's major for BA/BS-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: N1BAMAJV was logically imputed to N1HIMAJV for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1BAMAJ6

Position: 3190 - 3196, Format: A7

Variable Label: N1 A12C Science teacher's major for BA/BS 6-digit CIP

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: N1BAMAJ6 was logically imputed to N1HIMAJ6 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: N1BAMAJ2

Position: 3197 - 3198, Format: N2.

Variable Label: N1 A12B Science teacher's major for BA/BS 2-digit CIP

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: N1BAMAJ2 was logically imputed to N1HIMAJ2 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage

1	Agriculture, Agriculture Operations, and Related Sciences	421	1.96
3	Natural Resources and Conservation	409	1.91
13	Education	4303	20.07
14	Engineering	297	1.39
26	Biological and Biomedical Sciences	5752	26.82
30	Multi/Interdisciplinary Studies	235	1.10
31	Parks, Recreation, Leisure, and Fitness Studies	272	1.27
40	Physical Sciences	1483	6.92
51	Health Professions and Related Clinical Sciences	309	1.44
52	Business, Management, Marketing, and Related Support Services	130	0.61
99	Uncodeable	1008	4.70
-7	Item legitimate skip/NA	2	0.01
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	8	0.04
TOTALS		21444	100.00

Variable Name: N1STARTDEG

Position: 3199 - 3200, Format: N2.

Variable Label: N1 A13 Science teacher has started but not completed more advanced degree

Comment: "Started but not completed BA degree" recoded as missing on the public use file.

Variable Description:

- Have you started, but not completed, any work on a degree beyond [highest degree earned]?

(If you have started more than one of the degrees listed below, please select the higher degree.)

No, have not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'; response options were conditionally displayed based on respondent's actual highest degree earned.

Code	Value Label	Frequency	Percentage
1	Has not started any other degree	9139	42.62
4	Started but not completed MA degree	3359	15.66
5	Started not completed Educ Spec diploma	644	3.00

6	Started but not completed a PhD/MD/etc	850	3.96
-7	Item legitimate skip/NA	483	2.25
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	154	0.72
TOTALS		21444	100.00

Variable Name: N1BIOLOGY

Position: 3201 - 3202, Format: N2.

Variable Label: N1 A14A Science teacher has taken college-level biology/life science course(s)

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

Any biology or life science course

Any chemistry course

Any earth or space science course

Any physics course

Any engineering course

Any physical science course

None of the these

Code	Value Label	Frequency	Percentage
0	No	1046	4.88
1	Yes	13531	63.10
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	52	0.24
TOTALS		21444	100.00

Variable Name: N1CHEMISTRY

Position: 3203 - 3204, Format: N2.

Variable Label: N1 A14B Science teacher has taken college-level chemistry course(s)

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

Any biology or life science course

Any chemistry course

Any earth or space science course

Any physics course

Any engineering course

Any physical science course

None of the these

Code	Value Label	Frequency	Percentage
0	No	1865	8.70
1	Yes	12712	59.28
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	52	0.24
TOTALS		21444	100.00

Variable Name: N1EARTHSCI

Position: 3205 - 3206, Format: N2.

Variable Label: N1 A14C Science teacher has taken college-level earth/space science course(s)

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

Any biology or life science course

Any chemistry course

Any earth or space science course

Any physics course

Any engineering course

Any physical science course

None of the these

Code	Value Label	Frequency	Percentage
0	No	5116	23.86
1	Yes	9461	44.12
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	52	0.24
TOTALS		21444	100.00

Variable Name: N1PHYSICS

Position: 3207 - 3208, Format: N2.

Variable Label: N1 A14D Science teacher has taken college-level physics course(s)

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

Any biology or life science course

Any chemistry course

Any earth or space science course

Any physics course

Any engineering course

Any physical science course

None of the these

Code	Value Label	Frequency	Percentage
0	No	3751	17.49
1	Yes	10826	50.48
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	52	0.24
TOTALS		21444	100.00

Variable Name: N1ENGINEER

Position: 3209 - 3210, Format: N2.

Variable Label: N1 A14E Science teacher has taken college-level engineering course(s)

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

Any biology or life science course

Any chemistry course

Any earth or space science course

Any physics course

Any engineering course

Any physical science course

None of the these

Code	Value Label	Frequency	Percentage
0	No	12924	60.27
1	Yes	1653	7.71
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	52	0.24

TOTALS		21444	100.00

Variable Name: N1PHYSSCI

Position: 3211 - 3212, Format: N2.

Variable Label: N1 A14F Science teacher has taken college-level physical science course(s)

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

Any biology or life science course

Any chemistry course

Any earth or space science course

Any physics course

Any engineering course

Any physical science course

None of the these

Code	Value Label	Frequency	Percentage
0	No	6461	30.13
1	Yes	8116	37.85
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	52	0.24
TOTALS		21444	100.00

Variable Name: N1NOSCIENCE

Position: 3213 - 3214, Format: N2.

Variable Label: N1 A14G Science teacher hasn't taken any of these college-level science courses

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

Any biology or life science course

Any chemistry course

Any earth or space science course

Any physics course

Any engineering course

Any physical science course

None of the these

Code	Value Label	Frequency	Percentage
0	No	14314	66.75
1	Yes	263	1.23
-8	Unit non-response/component not applicable	6815	31.78

-9	Missing	52	0.24
TOTALS		21444	100.00

Variable Name: N1ANATOMY

Position: 3215 - 3216, Format: N2.

Variable Label: N1 A15A Science teacher has taken college-level anatomy or physiology course(s)

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology

Botany or plant physiology

Cell biology

Ecology

Entomology

Genetics or Evolution

Microbiology

Zoology or animal behavior

None of the these

Code	Value Label	Frequency	Percentage
0	No	4418	20.60
1	Yes	9060	42.25
-7	Item legitimate skip/NA	1046	4.88
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	105	0.49
TOTALS		21444	100.00

Variable Name: N1BOTANY

Position: 3217 - 3218, Format: N2.

Variable Label: N1 A15B Science teacher has taken college-level botany/plant physiology course

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology

Botany or plant physiology

Cell biology

Ecology

Entomology

Genetics or Evolution

Microbiology

Zoology or animal behavior

None of the these

Code	Value Label	Frequency	Percentage
0	No	4643	21.65
1	Yes	8835	41.20
-7	Item legitimate skip/NA	1046	4.88
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	105	0.49
TOTALS		21444	100.00

Variable Name: N1CELLBIO

Position: 3219 - 3220, Format: N2.

Variable Label: N1 A15C Science teacher has taken college-level cell biology course(s)

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology

Botany or plant physiology

Cell biology

Ecology

Entomology

Genetics or Evolution

Microbiology

Zoology or animal behavior

None of the these

Code	Value Label	Frequency	Percentage
0	No	4651	21.69
1	Yes	8827	41.16
-7	Item legitimate skip/NA	1046	4.88
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	105	0.49
TOTALS		21444	100.00

Variable Name: N1ECOLOGY

Position: 3221 - 3222, Format: N2.

Variable Label: N1 A15D Science teacher has taken college-level ecology course(s)

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology

Botany or plant physiology

Cell biology

Ecology

Entomology

Genetics or Evolution

Microbiology

Zoology or animal behavior

None of the these

Code	Value Label	Frequency	Percentage
0	No	4815	22.45
1	Yes	8663	40.40
-7	Item legitimate skip/NA	1046	4.88
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	105	0.49
TOTALS		21444	100.00

Variable Name: N1ENTOMOLOGY

Position: 3223 - 3224, Format: N2.

Variable Label: N1 A15E Science teacher has taken college-level entomology course(s)

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology

Botany or plant physiology

Cell biology

Ecology

Entomology

Genetics or Evolution

Microbiology

Zoology or animal behavior

None of the these

Code	Value Label	Frequency	Percentage
0	No	11481	53.54

1	Yes	1997	9.31
-7	Item legitimate skip/NA	1046	4.88
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	105	0.49
TOTALS		21444	100.00

Variable Name: N1GENETICS

Position: 3225 - 3226, Format: N2.

Variable Label: N1 A15F Science teacher has taken college-level genetics or evolution course(s)

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology

Botany or plant physiology

Cell biology

Ecology

Entomology

Genetics or Evolution

Microbiology

Zoology or animal behavior

None of the these

Code	Value Label	Frequency	Percentage
0	No	4114	19.18
1	Yes	9364	43.67
-7	Item legitimate skip/NA	1046	4.88
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	105	0.49
TOTALS		21444	100.00

Variable Name: N1MICROBIO

Position: 3227 - 3228, Format: N2.

Variable Label: N1 A15G Science teacher has taken college-level microbiology course(s)

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology

Botany or plant physiology

Cell biology

Ecology

Entomology

Genetics or Evolution

Microbiology

Zoology or animal behavior

None of the these

Code	Value Label	Frequency	Percentage
0	No	5665	26.42
1	Yes	7813	36.43
-7	Item legitimate skip/NA	1046	4.88
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	105	0.49
TOTALS		21444	100.00

Variable Name: N1ZOOLOGY

Position: 3229 - 3230, Format: N2.

Variable Label: N1 A15H Science teacher has taken college-level zoology/animal behavior course

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology

Botany or plant physiology

Cell biology

Ecology

Entomology

Genetics or Evolution

Microbiology

Zoology or animal behavior

None of the these

Code	Value Label	Frequency	Percentage
0	No	5812	27.10

1	Yes	7666	35.75
-7	Item legitimate skip/NA	1046	4.88
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	105	0.49
TOTALS		21444	100.00

Variable Name: N1NOBIOLIFE

Position: 3231 - 3232, Format: N2.

Variable Label: N1 A15I Science teacher hasn't taken any college-level biology/life sci courses

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology

Botany or plant physiology

Cell biology

Ecology

Entomology

Genetics or Evolution

Microbiology

Zoology or animal behavior

None of the these

Code	Value Label	Frequency	Percentage
0	No	12710	59.27
1	Yes	768	3.58
-7	Item legitimate skip/NA	1046	4.88
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	105	0.49
TOTALS		21444	100.00

Variable Name: N1ANLYTICHEM

Position: 3233 - 3234, Format: N2.

Variable Label: N1 A16A Science teacher has taken college-level analytical chemistry course(s)

Variable Description:

- Which of the following college-level chemistry courses have you taken?

(Check all that apply.)

Analytical chemistry

Biochemistry

Organic chemistry

Physical chemistry

None of the these

Code	Value Label	Frequency	Percentage
0	No	7742	36.10
1	Yes	4902	22.86
-7	Item legitimate skip/NA	1865	8.70
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	120	0.56
TOTALS		21444	100.00

Variable Name: N1BIOCHEM

Position: 3235 - 3236, Format: N2.

Variable Label: N1 A16B Science teacher has taken college-level biochemistry course(s)

Variable Description:

- Which of the following college-level chemistry courses have you taken?

(Check all that apply.)

Analytical chemistry

Biochemistry

Organic chemistry

Physical chemistry

None of the these

Code	Value Label	Frequency	Percentage
0	No	7097	33.10
1	Yes	5547	25.87
-7	Item legitimate skip/NA	1865	8.70
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	120	0.56

TOTALS		21444	100.00

Variable Name: N1ORGCHEM

Position: 3237 - 3238, Format: N2.

Variable Label: N1 A16C Science teacher has taken college-level organic chemistry course(s)

Variable Description:

- Which of the following college-level chemistry courses have you taken?

(Check all that apply.)

Analytical chemistry

Biochemistry

Organic chemistry

Physical chemistry

None of the these

Code	Value Label	Frequency	Percentage
0	No	3668	17.11
1	Yes	8976	41.86
-7	Item legitimate skip/NA	1865	8.70
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	120	0.56
TOTALS		21444	100.00

Variable Name: N1PHYSCHEM

Position: 3239 - 3240, Format: N2.

Variable Label: N1 A16D Science teacher has taken college-level physical chemistry course(s)

Variable Description:

- Which of the following college-level chemistry courses have you taken?

(Check all that apply.)

Analytical chemistry

Biochemistry

Organic chemistry

Physical chemistry

None of the these

Code	Value Label	Frequency	Percentage
0	No	6309	29.42
1	Yes	6335	29.54
-7	Item legitimate skip/NA	1865	8.70
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	120	0.56

TOTALS		21444	100.00

Variable Name: N1NOCHEM

Position: 3241 - 3242, Format: N2.

Variable Label: N1 A16E Science teacher hasn't taken any college-level chemistry courses

Variable Description:

- Which of the following college-level chemistry courses have you taken?

(Check all that apply.)

Analytical chemistry

Biochemistry

Organic chemistry

Physical chemistry

None of the these

Code	Value Label	Frequency	Percentage
0	No	11786	54.96
1	Yes	858	4.00
-7	Item legitimate skip/NA	1865	8.70
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	120	0.56
TOTALS		21444	100.00

Variable Name: N1ASTRONOMY

Position: 3243 - 3244, Format: N2.

Variable Label: N1 A17A Science teacher has taken college-level astronomy course(s)

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy

Environmental science

Geology

Meteorology

Oceanography

Physical Geography

None of the these

Code	Value Label	Frequency	Percentage
0	No	4401	20.52
1	Yes	5047	23.54
-7	Item legitimate skip/NA	5116	23.86

-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	65	0.30
TOTALS		21444	100.00

Variable Name: N1ENVSCI

Position: 3245 - 3246, Format: N2.

Variable Label: N1 A17B Science teacher has taken college-level environmental science course(s)

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy

Environmental science

Geology

Meteorology

Oceanography

Physical Geography

None of the these

Code	Value Label	Frequency	Percentage
0	No	4302	20.06
1	Yes	5146	24.00
-7	Item legitimate skip/NA	5116	23.86
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	65	0.30
TOTALS		21444	100.00

Variable Name: N1GEOLOGY

Position: 3247 - 3248, Format: N2.

Variable Label: N1 A17C Science teacher has taken college-level geology course(s)

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy

Environmental science

Geology

Meteorology

Oceanography

Physical Geography

None of the these

Code	Value Label	Frequency	Percentage

0	No	2577	12.02
1	Yes	6871	32.04
-7	Item legitimate skip/NA	5116	23.86
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	65	0.30
TOTALS		21444	100.00

Variable Name: N1METEOROLGY

Position: 3249 - 3250, Format: N2.

Variable Label: N1 A17D Science teacher has taken college-level meteorology course(s)

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy

Environmental science

Geology

Meteorology

Oceanography

Physical Geography

None of the these

Code	Value Label	Frequency	Percentage
0	No	6667	31.09
1	Yes	2781	12.97
-7	Item legitimate skip/NA	5116	23.86
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	65	0.30
TOTALS		21444	100.00

Variable Name: N1OCEAN

Position: 3251 - 3252, Format: N2.

Variable Label: N1 A17E Science teacher has taken college-level oceanography course(s)

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy

Environmental science

Geology

Meteorology

Oceanography

Physical Geography

None of the these

Code	Value Label	Frequency	Percentage
0	No	6778	31.61
1	Yes	2670	12.45
-7	Item legitimate skip/NA	5116	23.86
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	65	0.30
TOTALS		21444	100.00

Variable Name: N1PHYSGEOG

Position: 3253 - 3254, Format: N2.

Variable Label: N1 A17F Science teacher has taken college-level physical geography course(s)

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy

Environmental science

Geology

Meteorology

Oceanography

Physical Geography

None of the these

Code	Value Label	Frequency	Percentage
0	No	6090	28.40
1	Yes	3358	15.66
-7	Item legitimate skip/NA	5116	23.86

-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	65	0.30
TOTALS		21444	100.00

Variable Name: N1NOEARTHSCI

Position: 3255 - 3256, Format: N2.

Variable Label: N1 A17G Science teacher hasn't taken any college-level earth/space science

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy

Environmental science

Geology

Meteorology

Oceanography

Physical Geography

None of the these

Code	Value Label	Frequency	Percentage
0	No	9114	42.50
1	Yes	334	1.56
-7	Item legitimate skip/NA	5116	23.86
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	65	0.30
TOTALS		21444	100.00

Variable Name: N1ELECTRICTY

Position: 3257 - 3258, Format: N2.

Variable Label: N1 A18A Science teacher has taken college-level electricity/magnetism course(s)

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism

Heat and thermodynamics

Mechanics

Modern/quantum physics

Nuclear physics

Optics

None of the these

Code	Value Label	Frequency	Percentage

0	No	6086	28.38
1	Yes	4414	20.58
-7	Item legitimate skip/NA	3751	17.49
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	378	1.76
TOTALS		21444	100.00

Variable Name: N1HEAT

Position: 3259 - 3260, Format: N2.

Variable Label: N1 A18B Science teacher has taken college-level heat/thermodynamics course(s)

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism

Heat and thermodynamics

Mechanics

Modern/quantum physics

Nuclear physics

Optics

None of the these

Code	Value Label	Frequency	Percentage
0	No	6869	32.03
1	Yes	3631	16.93
-7	Item legitimate skip/NA	3751	17.49
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	378	1.76
TOTALS		21444	100.00

Variable Name: N1MECHANICS

Position: 3261 - 3262, Format: N2.

Variable Label: N1 A18C Science teacher has taken college-level mechanics course(s)

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism

Heat and thermodynamics

Mechanics

Modern/quantum physics

Nuclear physics

Optics

None of the these

Code	Value Label	Frequency	Percentage
0	No	5934	27.67
1	Yes	4566	21.29
-7	Item legitimate skip/NA	3751	17.49
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	378	1.76
TOTALS		21444	100.00

Variable Name: N1QUANTUM

Position: 3263 - 3264, Format: N2.

Variable Label: N1 A18D Science teacher has taken college-level modern/quantum physics course(s)

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism

Heat and thermodynamics

Mechanics

Modern/quantum physics

Nuclear physics

Optics

None of the these

Code	Value Label	Frequency	Percentage
0	No	8454	39.42
1	Yes	2046	9.54
-7	Item legitimate skip/NA	3751	17.49

-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	378	1.76
TOTALS		21444	100.00

Variable Name: N1NUCLEAR

Position: 3265 - 3266, Format: N2.

Variable Label: N1 A18E Science teacher has taken college-level nuclear physics course(s)

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism

Heat and thermodynamics

Mechanics

Modern/quantum physics

Nuclear physics

Optics

None of the these

Code	Value Label	Frequency	Percentage
0	No	9697	45.22
1	Yes	803	3.74
-7	Item legitimate skip/NA	3751	17.49
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	378	1.76
TOTALS		21444	100.00

Variable Name: N1OPTICS

Position: 3267 - 3268, Format: N2.

Variable Label: N1 A18F Science teacher has taken college-level optics course(s)

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism

Heat and thermodynamics

Mechanics

Modern/quantum physics

Nuclear physics

Optics

None of the these

Code	Value Label	Frequency	Percentage

0	No	8764	40.87
1	Yes	1736	8.10
-7	Item legitimate skip/NA	3751	17.49
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	378	1.76
TOTALS		21444	100.00

Variable Name: N1NOPHYSICS

Position: 3269 - 3270, Format: N2.

Variable Label: N1 A18G Science teacher hasn't taken any college-level physics courses

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism

Heat and thermodynamics

Mechanics

Modern/quantum physics

Nuclear physics

Optics

None of the these

Code	Value Label	Frequency	Percentage
0	No	6446	30.06
1	Yes	4054	18.91
-7	Item legitimate skip/NA	3751	17.49
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	378	1.76
TOTALS		21444	100.00

Variable Name: N1SCIJOB

Position: 3271 - 3272, Format: N2.

Variable Label: N1 A19 Science teacher held science-related job prior to becoming a teacher

Variable Description:

- Did you work in a job in which you used college-level science before becoming a teacher?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	9695	45.21

1	Yes	4874	22.73
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	60	0.28
TOTALS		21444	100.00

Variable Name: N1ALTCERT

Position: 3273 - 3274, Format: N2.

Variable Label: N1 A20 Science teacher entered profession via alternative certification program

Variable Description:

- Did you enter teaching through an alternative certification program?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	10419	48.59
1	Yes	4163	19.41
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	47	0.22
TOTALS		21444	100.00

Variable Name: N1CERTTYPE

Position: 3275 - 3276, Format: N2.

Variable Label: N1 A21 Type of science teaching certificate currently held by science teacher

Variable Description:

- Which of the following describes the science teaching certificate you currently hold in [your state]?

Regular or standard state certificate or advanced professional certificate

Certificate issued after satisfying all requirements except the completion of a probationary teaching period

Certificate that requires some additional coursework or passing a test

Certificate issued to persons who must complete a certification program in order to continue teaching

You do not hold any of these certifications in this state

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
1	Regular state cert/adv prof certificate	11848	55.25
2	Certificate issued w/probationary period	604	2.82
3	Cert requiring additional coursewrk/test	629	2.93
4	Cert issued; must complete cert program	511	2.38
5	Holds none of these certs in this state	976	4.55

-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	61	0.28
TOTALS		21444	100.00

Variable Name: N1CERTK5

Position: 3277 - 3278, Format: N2.

Variable Label: N1 A22A Science teacher certified to teach science to grades K-5

Variable Description:

- In which grades does this certificate allow you to teach science in [your state]?

(Check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grades for biology or life sciences (any or all grades)

9th through 12th grade for chemistry, physics, or physical science (any or all grades)

9th though 12th grades for earth or space sciences (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
0	No	12777	59.58
1	Yes	767	3.58
-7	Item legitimate skip/NA	976	4.55
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	109	0.51
TOTALS		21444	100.00

Variable Name: N1CERT68

Position: 3279 - 3280, Format: N2.

Variable Label: N1 A22B Science teacher certified to teach science to grades 6-8

Variable Description:

- In which grades does this certificate allow you to teach science in [your state]?

(Check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grades for biology or life sciences (any or all grades)

9th through 12th grade for chemistry, physics, or physical science (any or all grades)

9th though 12th grades for earth or space sciences (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
0	No	7035	32.81

1	Yes	6509	30.35
-7	Item legitimate skip/NA	976	4.55
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	109	0.51
TOTALS		21444	100.00

Variable Name: N1CERTBIO912

Position: 3281 - 3282, Format: N2.

Variable Label: N1 A22C Science teacher certified to teach biology/life science to grades 9-12

Variable Description:

- In which grades does this certificate allow you to teach science in [your state]?

(Check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grades for biology or life sciences (any or all grades)

9th through 12th grade for chemistry, physics, or physical science (any or all grades)

9th though 12th grades for earth or space sciences (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
0	No	2664	12.42
1	Yes	10880	50.74
-7	Item legitimate skip/NA	976	4.55
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	109	0.51
TOTALS		21444	100.00

Variable Name: N1CERTPHY912

Position: 3283 - 3284, Format: N2.

Variable Label: N1 A22D Science teacher certified to teach HS chemistry/physics/physical science

Variable Description:

- In which grades does this certificate allow you to teach science in [your state]?

(Check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grades for biology or life sciences (any or all grades)

9th through 12th grade for chemistry, physics, or physical science (any or all grades)

9th though 12th grades for earth or space sciences (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
0	No	6151	28.68
1	Yes	7393	34.48
-7	Item legitimate skip/NA	976	4.55
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	109	0.51
TOTALS		21444	100.00

Variable Name: N1CERTERT912

Position: 3285 - 3286, Format: N2.

Variable Label: N1 A22E Science teacher certified to teach earth/space science to grades 9-12

Variable Description:

- In which grades does this certificate allow you to teach science in [your state]?

(Check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grades for biology or life sciences (any or all grades)

9th through 12th grade for chemistry, physics, or physical science (any or all grades)

9th though 12th grades for earth or space sciences (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
0	No	7197	33.56
1	Yes	6347	29.60
-7	Item legitimate skip/NA	976	4.55
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	109	0.51
TOTALS		21444	100.00

Variable Name: N1SCIYRS912

Position: 3287 - 3288, Format: N2.

Variable Label: N1 A23 Years science teacher has taught high school science

Comment: Years more than 26 recoded as 26 on the public use file.

Variable Description:

- Including this school year, how many years have you taught high school (grades 9-12) science at any school?

Code	Value Label	Frequency	Percentage
C	1 - 26	14592	68.05

-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	37	0.17
TOTALS		21444	100.00

Variable Name: N1TCHYRK8

Position: 3289 - 3290, Format: N2.

Variable Label: N1 A24A Years science teacher has taught any subject to grade levels K-8

Comment: Years more than 11 recoded as 11 on the public use file.

Variable Description:

- The next two questions are about your years teaching science or any other subject.

Including this school year, how many years have you taught...

any grade K-8 at any school? (Please enter 0 if you have never taught grades K-8)

any grade 9-12 at any school?

Code	Value Label	Frequency	Percentage
C	0 - 11	13319	62.11
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1310	6.11
TOTALS		21444	100.00

Variable Name: N1TCHYR912

Position: 3291 - 3292, Format: N2.

Variable Label: N1 A24B Years science teacher has taught any subject to grade levels 9-12

Comment: Years more than 26 recoded as 26 on the public use file.

Variable Description:

- The next two questions are about your years teaching science or any other subject.

Including this school year, how many years have you taught...

any grade K-8 at any school? (Please enter 0 if you have never taught grades K-8)

any grade 9-12 at any school?

Code	Value Label	Frequency	Percentage
C	1 - 26	14438	67.33
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	191	0.89
TOTALS		21444	100.00

Variable Name: N1SCHYRS

Position: 3293 - 3294, Format: N2.

Variable Label: N1 A25 Years science teacher has taught any subject/grade at current school

Comment: Years more than 21 recoded as 21 on the public use file.

Variable Description:

- Including this school year, how many years have you taught any subject at any grade level at [your school]?

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
C	1 - 21	14595	68.06
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	34	0.16
TOTALS		21444	100.00

Variable Name: N1PENSION

Position: 3295 - 3296, Format: N2.

Variable Label: N1 A26 Science teacher collecting from teacher retirement system/401(k)/403(b)

Variable Description:

- Are you currently collecting a pension from a teacher retirement system or drawing money from a school or system sponsored 401(k) or 403(b) plan which includes funds you contributed as a teacher?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	12129	56.56
1	Yes	2392	11.15
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	108	0.50
TOTALS		21444	100.00

Variable Name: N1TEACHING

Position: 3297 - 3298, Format: N2.

Variable Label: N1 C01A Science teachers in this school set high standards for teaching

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...

set high standards for teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	7260	33.86
2	Agree	5702	26.59
3	Disagree or strongly disagree	430	2.01
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1237	5.77
TOTALS		21444	100.00

Variable Name: N1LEARNING

Position: 3299 - 3300, Format: N2.

Variable Label: N1 C01B Science teachers in the school set high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...

set high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	6991	32.60
2	Agree	5874	27.39
3	Disagree or strongly disagree	551	2.57
-8	Unit non-response/component not applicable	6815	31.78

-9	Missing	1213	5.66
TOTALS		21444	100.00

Variable Name: N1BELIEVE

Position: 3301 - 3302, Format: N2.

Variable Label: N1 C01C Science teachers in this school believe all students can do well

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...

believe all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	4465	20.82
2	Agree	7412	34.56
3	Disagree or strongly disagree	1529	7.13
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1223	5.70
TOTALS		21444	100.00

Variable Name: N1CLEARGOALS

Position: 3303 - 3304, Format: N2.

Variable Label: N1 C01D Science teachers in this school make goals clear to students

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...

make expectations for instructional goals clear to students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	6483	30.23
2	Agree	6522	30.41

3	Disagree or strongly disagree	413	1.93
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1211	5.65
TOTALS		21444	100.00

Variable Name: N1GIVEUP

Position: 3305 - 3306, Format: N2.

Variable Label: N1 C01E Science teachers in this school have given up on some students

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...

have given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	266	1.24
2	Agree	3140	14.64
3	Disagree	6153	28.69
4	Strongly disagree	3827	17.85
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1243	5.80
TOTALS		21444	100.00

Variable Name: N1CARE

Position: 3307 - 3308, Format: N2.

Variable Label: N1 C01F Science teachers in this school care only about smart students

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...

care only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	134	0.62

2	Agree	348	1.62
3	Disagree	5256	24.51
4	Strongly disagree	7635	35.60
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1256	5.86
TOTALS		21444	100.00

Variable Name: N1EXPECT

Position: 3309 - 3310, Format: N2.

Variable Label: N1 C01G Science teachers in this school expect very little from students

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...

expect very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	146	0.68
2	Agree	508	2.37
3	Disagree	4719	22.01
4	Strongly disagree	8018	37.39
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1238	5.77
TOTALS		21444	100.00

Variable Name: N1WORKHARD

Position: 3311 - 3312, Format: N2.

Variable Label: N1 C01H Science teachers in the school work hard to make sure all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...

work hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	7064	32.94
2	Agree	5902	27.52
3	Disagree or strongly disagree	455	2.12
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1208	5.63
TOTALS		21444	100.00

Variable Name: N1COURSE

Position: 3313 - 3314, Format: N2.

Variable Label: N1 C02 Student's fall 2009 science course - categorized

Comment: Sparse values recoded to "Other science" on the public use file.

Variable Description:

- The following questions are about the [fall 2009 science] course you are teaching.

[if web mode: We would like to standardize the various course titles we receive from schools into defined categories. This course may or may not exactly match one of these categories. Regardless, please indicate which of the following best categorizes this course.]

[if TIO mode: We would like to standardize the various course titles we receive from schools into defined categories. Please indicate which of the following best categorizes this course.]

Life Science

Anatomy or Physiology

Biology I

Advanced Biology such as Biology II, AP, or IB

Other Biological Science such as botany, marine biology, or zoology

Chemistry I

Advanced Chemistry such as Chemistry II, AP, or IB

Environmental Science

Earth Science

Physical Science with Earth Science

Other Earth or Environmental Science such as ecology, geology, oceanography, or meteorology

Physics I

Advanced Physics such as Physics II, AP, or IB

Physical Science without Earth Science

Physical Science with Earth Science

Other Physical Science such as astronomy or electronics

Principles of Technology

Integrated Science I

Integrated Science II or above

General Science

Other science

Note: Question wording was customized in the survey instrument based on interview mode, as indicated above; question wording was also customized such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of "fall 2009 science course".

Code	Value Label	Frequency	Percentage
1	General Science	221	1.03
2	Life Science	469	2.19
3	Environmental Science	197	0.92
4	Earth Science	1365	6.37
5	Other Earth or Environmental Science	180	0.84
6	Physical Science without Earth Science	2176	10.15
7	Physical Science with Earth Science	1312	6.12
11	Biology I	4139	19.30
12	Advanced Biology, e.g. Bio II, AP, or IB	240	1.12
14	Chemistry I	190	0.89
16	Physics I	230	1.07
18	Integrated Science I	512	2.39
20	Other science	234	1.09
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3164	14.75
TOTALS		21444	100.00

Variable Name: N1ACHIEVE

Position: 3315 - 3316, Format: N2.

Variable Label: N1 C03 Achievement of students in science course compared w/ average 9th grader

Variable Description:

- Which of the following best describes the achievement level of students in [fall 2009 science course] compared with the average 9th grade student in this school?

Higher achievement levels

Average achievement levels

Lower achievement levels

Widely differing achievement levels

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of "fall 2009 science course".

Code	Value Label	Frequency	Percentage
1	Higher achievement levels	3147	14.68
2	Average achievement levels	5286	24.65
3	Lower achievement levels	1275	5.95

4	Widely differing achievement levels	1685	7.86
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3236	15.09
TOTALS		21444	100.00

Variable Name: N1UNPREPPCT

Position: 3317 - 3318, Format: N2.

Variable Label: N1 C04 Percentage of students in science course that are unprepared

Variable Description:

- About what percentage of the students in [fall 2009 science course] are not adequately prepared to tackle the material you cover?

25% or less

26% to 50%

51% to 75%

More than 75%

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of "fall 2009 science course".

Code	Value Label	Frequency	Percentage
1	25% or less	7362	34.33
2	26% to 50%	2703	12.60
3	51% to 75%	897	4.18
4	More than 75%	367	1.71
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3300	15.39
TOTALS		21444	100.00

Variable Name: N1GROUP

Position: 3319 - 3320, Format: N2.

Variable Label: N1 C05 Science teacher has students work in small groups

Variable Description:

- Do you have students in your [fall 2009 science course] work in small groups?

Yes

Not currently, but you plan to at some point during this course

No

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of "fall 2009 science course".

Code	Value Label	Frequency	Percentage
0	No	354	1.65

1	Yes	10584	49.36
2	Not currently, but plan to during course	466	2.17
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3225	15.04
TOTALS		21444	100.00

Variable Name: N1ASSIGN

Position: 3321 - 3322, Format: N2.

Variable Label: N1 C06 How science teacher assigns students to small groups

Variable Description:

- Primarily, how do you [plan to] assign students to groups in [fall 2009 science course]?

Intentionally create groups so students will be of similar ability levels

Intentionally create groups so students will be of different ability levels

Create groups without regard to ability level such as alphabetically or randomly

Groups will be chosen by the students

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of "fall 2009 science course"; question wording was also customized such that "plan to" was used in cases where the teacher respondent indicated they did not currently have students work in small groups, but planned to at some point during the course.

Code	Value Label	Frequency	Percentage
1	Create groups of similar ability levels	578	2.70
2	Create groups of different ability levls	5666	26.42
3	Create groups w/o regard to ability levl	2614	12.19
4	Groups chosen by the students	2141	9.98
-7	Item legitimate skip/NA	354	1.65
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3276	15.28
TOTALS		21444	100.00

Variable Name: N1INTEREST

Position: 3323 - 3324, Format: N2.

Variable Label: N1 C07A Science teacher's emphasis on increasing students' interest in science

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Increasing students' interest in science

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	517	2.41
3	Moderate emphasis	5174	24.13
4	Heavy emphasis	5731	26.73
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3207	14.96
TOTALS		21444	100.00

Variable Name: N1CONCEPTS

Position: 3325 - 3326, Format: N2.

Variable Label: N1 C07B Science teacher's emphasis on teaching basic science concepts

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students basic science concepts

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	108	0.50
3	Moderate emphasis	2293	10.69
4	Heavy emphasis	8974	41.85

-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3254	15.17
TOTALS		21444	100.00

Variable Name: N1TERMS

Position: 3327 - 3328, Format: N2.

Variable Label: N1 C07C Science teacher's emphasis on important science terms/facts

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students important terms and facts of science

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	628	2.93
3	Moderate emphasis	4363	20.35
4	Heavy emphasis	6400	29.85
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3238	15.10
TOTALS		21444	100.00

Variable Name: N1SKILLS

Position: 3329 - 3330, Format: N2.

Variable Label: N1 C07D Science teacher's emphasis on science process/inquiry skills

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students science process or inquiry skills

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage

2	No emphasis or minimal emphasis	441	2.06
3	Moderate emphasis	4139	19.30
4	Heavy emphasis	6814	31.78
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3235	15.09
TOTALS		21444	100.00

Variable Name: N1PREPARE

Position: 3331 - 3332, Format: N2.

Variable Label: N1 C07E Science teacher's emphasis on preparation for further science study

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Preparing students for further study in science

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	1037	4.84
3	Moderate emphasis	4906	22.88
4	Heavy emphasis	5436	25.35
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3250	15.16
TOTALS		21444	100.00

Variable Name: N1EVIDENCE

Position: 3333 - 3334, Format: N2.

Variable Label: N1 C07F Science teacher's emphasis on evaluating arguments based on evidence

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students to evaluate arguments based on scientific evidence

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	83	0.39
2	Minimal emphasis	2373	11.07
3	Moderate emphasis	5252	24.49
4	Heavy emphasis	3701	17.26
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3220	15.02
TOTALS		21444	100.00

Variable Name: N1IDEAS

Position: 3335 - 3336, Format: N2.

Variable Label: N1 C07G Science teacher's emphasis on effectively communicating science ideas

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students how to communicate ideas in science effectively

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	1304	6.08
3	Moderate emphasis	5733	26.73
4	Heavy emphasis	4265	19.89

-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3327	15.51
TOTALS		21444	100.00

Variable Name: N1BUSINESS

Position: 3337 - 3338, Format: N2.

Variable Label: N1 C07H Science teacher's emphasis on business/industry applications of science

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students about the applications of science in business and industry

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	131	0.61
2	Minimal emphasis	2917	13.60
3	Moderate emphasis	5802	27.06
4	Heavy emphasis	2457	11.46
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3322	15.49
TOTALS		21444	100.00

Variable Name: N1SOCIETY

Position: 3339 - 3340, Format: N2.

Variable Label: N1 C07I Science teacher's emphasis on relationship between science/tech/society

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students about the relationship between science, technology, and society

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage

2	No emphasis or minimal emphasis	1522	7.10
3	Moderate emphasis	5602	26.12
4	Heavy emphasis	4163	19.41
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3342	15.58
TOTALS		21444	100.00

Variable Name: N1HISTORY

Position: 3341 - 3342, Format: N2.

Variable Label: N1 C07J Science teacher's emphasis on history/nature of science

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students about the history and nature of science

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	80	0.37
2	Minimal emphasis	2499	11.65
3	Moderate emphasis	5897	27.50
4	Heavy emphasis	2826	13.18
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3327	15.51
TOTALS		21444	100.00

Variable Name: N1TEST

Position: 3343 - 3344, Format: N2.

Variable Label: N1 C07K Science teacher's emphasis on standardized test preparation

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Preparing students for standardized tests

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	513	2.39
2	Minimal emphasis	2362	11.01
3	Moderate emphasis	4563	21.28
4	Heavy emphasis	3866	18.03
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	3325	15.51
TOTALS		21444	100.00

Variable Name: N1ADVSENIOR

Position: 3345 - 3346, Format: N2.

Variable Label: N1 C08A Advanced science courses assigned to teachers with the most seniority

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

Advanced courses are assigned to teachers with the most seniority

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1577	7.35
2	Agree	3372	15.72
3	Disagree	6205	28.94

4	Strongly disagree	2122	9.90
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1353	6.31
TOTALS		21444	100.00

Variable Name: N1ADVBCKGRND

Position: 3347 - 3348, Format: N2.

Variable Label: N1 C08B Advanced science courses assigned to teachers with strongest background

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

Advanced courses are assigned to teachers with the strongest science background

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2835	13.22
2	Agree	6045	28.19
3	Disagree	3562	16.61
4	Strongly disagree	774	3.61
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1413	6.59
TOTALS		21444	100.00

Variable Name: N1ADVALL

Position: 3349 - 3350, Format: N2.

Variable Label: N1 C08C Advanced science courses assigned to all or most science teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

All or most science teachers are assigned at least one section of advanced courses

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	822	3.83
2	Agree	3008	14.03
3	Disagree	6107	28.48
4	Strongly disagree	3322	15.49
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1370	6.39
TOTALS		21444	100.00

Variable Name: N1NCNEW

Position: 3351 - 3352, Format: N2.

Variable Label: N1 C08D Non-college prep science courses assigned to teachers new to profession

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

Non-college prep courses are assigned to teachers new to the profession

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	788	3.67
2	Agree	3187	14.86
3	Disagree	6674	31.12
4	Strongly disagree	2436	11.36
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1544	7.20
TOTALS		21444	100.00

Variable Name: N1NCLOW

Position: 3353 - 3354, Format: N2.

Variable Label: N1 C08E Non-college prep science course assigned to teacher w/ low performers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

Non-college prep courses are assigned to teachers whose students do not perform well on standardized tests

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	259	1.21
2	Agree	1443	6.73
3	Disagree	7429	34.64
4	Strongly disagree	3846	17.94
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1652	7.70
TOTALS		21444	100.00

Variable Name: N1NCALL

Position: 3355 - 3356, Format: N2.

Variable Label: N1 C08F Non-college prep science courses assigned to all/most science teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

All or most science teachers are assigned at least one section of a non-college prep course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	973	4.54
2	Agree	4534	21.14

3	Disagree	5192	24.21
4	Strongly disagree	2442	11.39
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1488	6.94
TOTALS		21444	100.00

Variable Name: N1SHRIDEAS

Position: 3357 - 3358, Format: N2.

Variable Label: N1 C09A Science teachers in this department share ideas on teaching

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

share ideas on teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5992	27.94
2	Agree	6173	28.79
3	Disagree	868	4.05
4	Strongly disagree	219	1.02
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1377	6.42
TOTALS		21444	100.00

Variable Name: N1WORKSHOP

Position: 3359 - 3360, Format: N2.

Variable Label: N1 C09B Science teachers in dept discuss what was learned at workshop/conference

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

discuss what was learned at a workshop or conference.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3773	17.59
2	Agree	7141	33.30
3	Disagree	1913	8.92
4	Strongly disagree	445	2.08
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1357	6.33
TOTALS		21444	100.00

Variable Name: N1SHRSTWRK

Position: 3361 - 3362, Format: N2.

Variable Label: N1 C09C Science teachers in this department share and discuss student work

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

share and discuss student work.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3317	15.47
2	Agree	7298	34.03

3	Disagree	2118	9.88
4	Strongly disagree	478	2.23
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1418	6.61
TOTALS		21444	100.00

Variable Name: N1SHRLESSONS

Position: 3363 - 3364, Format: N2.

Variable Label: N1 C09D Science teachers in this dept discuss lessons that were not successful

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

discuss particular lessons that were not very successful.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3154	14.71
2	Agree	7442	34.70
3	Disagree	2228	10.39
4	Strongly disagree	466	2.17
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1339	6.24
TOTALS		21444	100.00

Variable Name: N1SHRBELIEFS

Position: 3365 - 3366, Format: N2.

Variable Label: N1 C09E Science teachers in this dept discuss beliefs about teaching/learning

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

discuss beliefs about teaching and learning.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4254	19.84
2	Agree	7356	34.30
3	Disagree	1403	6.54
4	Strongly disagree	263	1.23
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1353	6.31
TOTALS		21444	100.00

Variable Name: N1SHRMTHDS

Position: 3367 - 3368, Format: N2.

Variable Label: N1 C09F Science teachers in dept share research on effective teaching methods

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

share and discuss research on effective teaching methods.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3384	15.78
2	Agree	6952	32.42

3	Disagree	2399	11.19
4	Strongly disagree	560	2.61
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1334	6.22
TOTALS		21444	100.00

Variable Name: N1SHRELL

Position: 3369 - 3370, Format: N2.

Variable Label: N1 C09G Science teachers in dept share research on ELL instructional practices

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

share and discuss research on effective instructional practices for English language learners.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1400	6.53
2	Agree	5466	25.49
3	Disagree	4918	22.93
4	Strongly disagree	1263	5.89
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1582	7.38
TOTALS		21444	100.00

Variable Name: N1SHRAPPRCH

Position: 3371 - 3372, Format: N2.

Variable Label: N1 C09H Science teachers in dept explore approaches for underperforming students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

explore new teaching approaches for under-performing students.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3349	15.62
2	Agree	7880	36.75
3	Disagree	1811	8.45
4	Strongly disagree	231	1.08
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1358	6.33
TOTALS		21444	100.00

Variable Name: N1SHRCONTENT

Position: 3373 - 3374, Format: N2.

Variable Label: N1 C09I Science teachers in dept coordinate course content with other teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

make a conscious effort to coordinate the content of courses with other teachers in this school.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3813	17.78
2	Agree	6579	30.68

3	Disagree	2433	11.35
4	Strongly disagree	421	1.96
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1383	6.45
TOTALS		21444	100.00

Variable Name: N1EFFECTIVE

Position: 3375 - 3376, Format: N2.

Variable Label: N1 C09J Science teachers in dept are effective at teaching students in science

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

are effective at teaching students in science.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5571	25.98
2	Agree	7349	34.27
3	Disagree or strongly disagree	376	1.75
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1333	6.22
TOTALS		21444	100.00

Variable Name: N1MENTOR

Position: 3377 - 3378, Format: N2.

Variable Label: N1 C09K Science teachers in this dept provide support to new science teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

provide support to new science teachers.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5763	26.87
2	Agree	6346	29.59
3	Disagree	830	3.87
4	Strongly disagree	323	1.51
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1367	6.37
TOTALS		21444	100.00

Variable Name: N1CHAIR

Position: 3379 - 3380, Format: N2.

Variable Label: N1 C09L Science teachers are supported/encouraged by science department's chair

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]? Science teachers in this department...

are supported and encouraged by the science department's chair or curricular area coordinator.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5549	25.88
2	Agree	6014	28.05

3	Disagree	1050	4.90
4	Strongly disagree	514	2.40
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1502	7.00
TOTALS		21444	100.00

Variable Name: N1ENGCOMP

Position: 3381 - 3382, Format: N2.

Variable Label: N1 D01A Comparison of females' and males' abilities in English or language arts

Comment: "Males are much better" recoded as "Males are somewhat to much better" on the public use file.

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

English or Language Arts

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	681	3.18
2	Females are somewhat better	3901	18.19
3	Females and males are the same	7741	36.10
4	Males are somewhat to much better	44	0.21
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	2262	10.55
TOTALS		21444	100.00

Variable Name: N1MTHCOMP

Position: 3383 - 3384, Format: N2.

Variable Label: N1 D01B Comparison of females' and males' abilities in math

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Math

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	166	0.77
2	Females are somewhat better	927	4.32
3	Females and males are the same	9190	42.86
4	Males are somewhat better	2096	9.77
5	Males are much better	146	0.68
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	2104	9.81
TOTALS		21444	100.00

Variable Name: N1SCICOMP

Position: 3385 - 3386, Format: N2.

Variable Label: N1 D01C Comparison of females' and males' abilities in science

Comment: "Males are much better" recoded as "Males are somewhat to much better" on the public use file.

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Science

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	364	1.70
2	Females are somewhat better	1555	7.25
3	Females and males are the same	9972	46.50
4	Males are somewhat to much better	1181	5.51
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1557	7.26
TOTALS		21444	100.00

Variable Name: N1TARDY

Position: 3387 - 3388, Format: N2.

Variable Label: N1 D02A Student tardiness is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student tardiness

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	2655	12.38
2	Minor problem	6041	28.17
3	Moderate problem	3158	14.73
4	Serious problem	1483	6.92
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1292	6.02
TOTALS		21444	100.00

Variable Name: N1STUABSENT

Position: 3389 - 3390, Format: N2.

Variable Label: N1 D02B Student absenteeism is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	2174	10.14
2	Minor problem	5228	24.38
3	Moderate problem	3891	18.14

4	Serious problem	2045	9.54
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1291	6.02
TOTALS		21444	100.00

Variable Name: N1CUT

Position: 3391 - 3392, Format: N2.

Variable Label: N1 D02C Student class cutting is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student class cutting

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	4975	23.20
2	Minor problem	5587	26.05
3	Moderate problem	1975	9.21
4	Serious problem	794	3.70
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1298	6.05
TOTALS		21444	100.00

Variable Name: N1TCHRABSENT

Position: 3393 - 3394, Format: N2.

Variable Label: N1 D02D Teacher absenteeism is a problem at this school

Comment: "Serious problem" recoded as "Moderate to serious problem" on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Teacher absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	9336	43.54
2	Minor problem	3339	15.57
3	Moderate to serious problem	657	3.06
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1297	6.05
TOTALS		21444	100.00

Variable Name: N1DROPOUT

Position: 3395 - 3396, Format: N2.

Variable Label: N1 D02E Students dropping out is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students dropping out

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	4495	20.96
2	Minor problem	5448	25.41
3	Moderate problem	2552	11.90
4	Serious problem	788	3.67
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1346	6.28
TOTALS		21444	100.00

Variable Name: N1APATHY

Position: 3397 - 3398, Format: N2.

Variable Label: N1 D02F Student apathy is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student apathy

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	1384	6.45
2	Minor problem	4099	19.11
3	Moderate problem	3968	18.50
4	Serious problem	3794	17.69
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1384	6.45
TOTALS		21444	100.00

Variable Name: N1INVOLVEMNT

Position: 3399 - 3400, Format: N2.

Variable Label: N1 D02G Lack of parental involvement is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of parental involvement

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	2593	12.09
2	Minor problem	4028	18.78
3	Moderate problem	3945	18.40

4	Serious problem	2785	12.99
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1278	5.96
TOTALS		21444	100.00

Variable Name: N1UNPREPPROB

Position: 3401 - 3402, Format: N2.

Variable Label: N1 D02H Students coming unprepared to learn is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students come to school unprepared to learn

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	1270	5.92
2	Minor problem	4498	20.98
3	Moderate problem	4287	19.99
4	Serious problem	3293	15.36
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1281	5.97
TOTALS		21444	100.00

Variable Name: N1HEALTH

Position: 3403 - 3404, Format: N2.

Variable Label: N1 D02I Poor student health is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Poor student health

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	6416	29.92
2	Minor problem	5365	25.02
3	Moderate problem	1321	6.16
4	Serious problem	208	0.97
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1319	6.15
TOTALS		21444	100.00

Variable Name: N1RESOURCES

Position: 3405 - 3406, Format: N2.

Variable Label: N1 D02J Lack of teacher resources and materials is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of resources and materials for teachers

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	4428	20.65
2	Minor problem	4494	20.96
3	Moderate problem	2992	13.95
4	Serious problem	1423	6.64
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1292	6.02
TOTALS		21444	100.00

Variable Name: N1ABLRANGE

Position: 3407 - 3408, Format: N2.

Variable Label: N1 D03A Teaching is limited by different academic abilities in the same class

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students with different academic abilities in the same class

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	153	0.71
1	Not at all	1897	8.85
2	A little	4818	22.47
3	Some	4302	20.06
4	A lot	2200	10.26
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1259	5.87
TOTALS		21444	100.00

Variable Name: N1SESRANGE

Position: 3409 - 3410, Format: N2.

Variable Label: N1 D03B Teaching is limited by students with wide range of SES backgrounds

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students who come from a wide range of socio-economic backgrounds

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	344	1.60
1	Not at all	5895	27.49
2	A little	4207	19.62
3	Some	2113	9.85

4	A lot	785	3.66
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1285	5.99
TOTALS		21444	100.00

Variable Name: N1LANGRANGE

Position: 3411 - 3412, Format: N2.

Variable Label: N1 D03C Teaching is limited by students with wide range of language backgrounds

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students who come from a wide range of language backgrounds

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	2149	10.02
1	Not at all	4314	20.12
2	A little	4353	20.30
3	Some	1931	9.00
4	A lot	562	2.62
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1320	6.16
TOTALS		21444	100.00

Variable Name: N1SPECNEED

Position: 3413 - 3414, Format: N2.

Variable Label: N1 D03D Teaching is limited by students with special needs

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students with special needs such as hearing, vision, or speech impairments, physical disabilities, or mental, emotional, or psychological impairments

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	1076	5.02
1	Not at all	4409	20.56
2	A little	4950	23.08
3	Some	2287	10.66
4	A lot	612	2.85
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1295	6.04
TOTALS		21444	100.00

Variable Name: N1UNINTEREST

Position: 3415 - 3416, Format: N2.

Variable Label: N1 D03E Teaching is limited by uninterested students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Uninterested students

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	110	0.51
1	Not at all	1333	6.22
2	A little	4340	20.24
3	Some	4307	20.08
4	A lot	3268	15.24
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1271	5.93
TOTALS		21444	100.00

Variable Name: N1MORALE

Position: 3417 - 3418, Format: N2.

Variable Label: N1 D03F Teaching is limited by low morale among students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Low morale among students

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	327	1.52
1	Not at all	3162	14.75
2	A little	4967	23.16
3	Some	3308	15.43
4	A lot	1569	7.32
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1296	6.04
TOTALS		21444	100.00

Variable Name: N1DISRUPT

Position: 3419 - 3420, Format: N2.

Variable Label: N1 D03G Teaching is limited by disruptive students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Disruptive students

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	185	0.86
1	Not at all	2179	10.16
2	A little	4916	22.92
3	Some	3658	17.06

4	A lot	2353	10.97
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1338	6.24
TOTALS		21444	100.00

Variable Name: N1PROFDEV

Position: 3421 - 3422, Format: N2.

Variable Label: N1 D03H Teaching is limited by inadequate professional learning opportunities

Variable Description:

- In your view, to what extent do the following limit how you teach?

Inadequate opportunities for professional learning

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	1065	4.97
1	Not at all	7212	33.63
2	A little	2980	13.90
3	Some	1543	7.20
4	A lot	486	2.27
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1343	6.26
TOTALS		21444	100.00

Variable Name: N1ADMSUPPORT

Position: 3423 - 3424, Format: N2.

Variable Label: N1 D03I Teaching is limited by inadequate administrative support

Variable Description:

- In your view, to what extent do the following limit how you teach?

Inadequate administrative support

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage

0	Not applicable	877	4.09
1	Not at all	6883	32.10
2	A little	3071	14.32
3	Some	1602	7.47
4	A lot	866	4.04
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1330	6.20
TOTALS		21444	100.00

Variable Name: N1COMPUTER

Position: 3425 - 3426, Format: N2.

Variable Label: N1 D03J Teaching is limited by shortage of computer hardware/software

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of computer hardware or software

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	628	2.93
1	Not at all	4793	22.35
2	A little	3604	16.81
3	Some	2467	11.50
4	A lot	1852	8.64
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1285	5.99
TOTALS		21444	100.00

Variable Name: N1TECHSUPPRT

Position: 3427 - 3428, Format: N2.

Variable Label: N1 D03K Teaching is limited by shortage of support for using computers

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of support for using computers

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	750	3.50
1	Not at all	6177	28.81
2	A little	2801	13.06
3	Some	2271	10.59
4	A lot	1286	6.00
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1344	6.27
TOTALS		21444	100.00

Variable Name: N1BOOKS

Position: 3429 - 3430, Format: N2.

Variable Label: N1 D03L Teaching is limited by shortage of textbooks for student use

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of textbooks for student use

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	949	4.43
1	Not at all	8360	38.99
2	A little	1927	8.99
3	Some	1278	5.96

4	A lot	761	3.55
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1354	6.31
TOTALS		21444	100.00

Variable Name: N1STUEQUIP

Position: 3431 - 3432, Format: N2.

Variable Label: N1 D03M Teaching is limited by shortage of instructional equipment for students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of other instructional equipment for students' use

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	574	2.68
1	Not at all	5112	23.84
2	A little	4122	19.22
3	Some	2276	10.61
4	A lot	1199	5.59
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1346	6.28
TOTALS		21444	100.00

Variable Name: N1DEMOEQUIP

Position: 3433 - 3434, Format: N2.

Variable Label: N1 D03N Teaching is limited by shortage of equipment for demonstrations

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of equipment for your use in demonstrations and other exercises

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage

0	Not applicable	543	2.53
1	Not at all	4502	20.99
2	A little	4287	19.99
3	Some	2570	11.98
4	A lot	1417	6.61
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1310	6.11
TOTALS		21444	100.00

Variable Name: N1FACILITIES

Position: 3435 - 3436, Format: N2.

Variable Label: N1 D03O Teaching is limited by inadequate physical facilities

Variable Description:

- In your view, to what extent do the following limit how you teach?

Inadequate physical facilities

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	743	3.46
1	Not at all	6312	29.43
2	A little	2886	13.46
3	Some	1912	8.92
4	A lot	1442	6.72
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1334	6.22
TOTALS		21444	100.00

Variable Name: N1RATIO

Position: 3437 - 3438, Format: N2.

Variable Label: N1 D03P Teaching is limited by high student to teacher ratio

Variable Description:

- In your view, to what extent do the following limit how you teach?

High student to teacher ratio

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	447	2.08
1	Not at all	3586	16.72
2	A little	4205	19.61
3	Some	2754	12.84
4	A lot	2299	10.72
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1338	6.24
TOTALS		21444	100.00

Variable Name: N1PLANNING

Position: 3439 - 3440, Format: N2.

Variable Label: N1 D03Q Teaching is limited by lack of planning time

Variable Description:

- In your view, to what extent do the following limit how you teach?

Lack of planning time

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	553	2.58
1	Not at all	4961	23.13
2	A little	3828	17.85
3	Some	2479	11.56

4	A lot	1484	6.92
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1324	6.17
TOTALS		21444	100.00

Variable Name: N1AUTONOMY

Position: 3441 - 3442, Format: N2.

Variable Label: N1 D03R Teaching is limited by lack of autonomy in instructional decisions

Variable Description:

- In your view, to what extent do the following limit how you teach?

Lack of autonomy in instructional decisions

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	795	3.71
1	Not at all	7561	35.26
2	A little	3055	14.25
3	Some	1324	6.17
4	A lot	523	2.44
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1371	6.39
TOTALS		21444	100.00

Variable Name: N1FAMSUPPORT

Position: 3443 - 3444, Format: N2.

Variable Label: N1 D03S Teaching is limited by lack of parent/family support

Variable Description:

- In your view, to what extent do the following limit how you teach?

Lack of parent or family support

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage

0	Not applicable	333	1.55
1	Not at all	3680	17.16
2	A little	4602	21.46
3	Some	2794	13.03
4	A lot	1915	8.93
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1305	6.09
TOTALS		21444	100.00

Variable Name: N1FAMILY

Position: 3445 - 3446, Format: N2.

Variable Label: N1 D04A Amount a student can learn is primarily related to family background

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

The amount a student can learn is primarily related to family background

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	542	2.53
2	Agree	3426	15.98
3	Disagree	7278	33.94
4	Strongly disagree	2072	9.66
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1311	6.11
TOTALS		21444	100.00

Variable Name: N1DISCIPLINE

Position: 3447 - 3448, Format: N2.

Variable Label: N1 D04B Students not disciplined at home not likely to accept school discipline

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If students are not disciplined at home, they are not likely to accept any discipline at school

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	2490	11.61
2	Agree	7017	32.72
3	Disagree	3416	15.93
4	Strongly disagree	395	1.84
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1311	6.11
TOTALS		21444	100.00

Variable Name: N1STUACHIEVE

Position: 3449 - 3450, Format: N2.

Variable Label: N1 D04C Teachers are limited b/c home environment influences student achievement

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

You are very limited in what you can achieve because a student's home environment is a large influence on their achievement

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1004	4.68
2	Agree	5112	23.84
3	Disagree	6393	29.81
4	Strongly disagree	774	3.61
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1346	6.28
TOTALS		21444	100.00

Variable Name: N1PARENT

Position: 3451 - 3452, Format: N2.

Variable Label: N1 D04D If parents would do more for children teacher could do more for students

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If parents would do more for their children, you could do more for your students

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1973	9.20
2	Agree	7189	33.52
3	Disagree	3560	16.60
4	Strongly disagree	458	2.14
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1449	6.76
TOTALS		21444	100.00

Variable Name: N1RETAIN

Position: 3453 - 3454, Format: N2.

Variable Label: N1 D04E Knows how to increase student retention of info from lesson to lesson

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If a student did not remember information you gave in a previous lesson, you would know how to increase their retention in the next lesson

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1538	7.17
2	Agree	9636	44.94
3	Disagree or strongly disagree	2088	9.74
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1367	6.37

TOTALS		21444	100.00

Variable Name: N1REDIRECT

Position: 3455 - 3456, Format: N2.

Variable Label: N1 D04F Knows techniques to redirect disruptive students quickly

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If a student in your class becomes disruptive and noisy, you feel assured that you know some techniques to redirect them quickly

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	4806	22.41
2	Agree	8000	37.31
3	Disagree or strongly disagree	523	2.44
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1300	6.06
TOTALS		21444	100.00

Variable Name: N1GETTHRU

Position: 3457 - 3458, Format: N2.

Variable Label: N1 D04G Can get through to even the most difficult or unmotivated students

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If you really try hard, you can get through to even the most difficult or unmotivated students

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	2487	11.60
2	Agree	7678	35.80
3	Disagree	2832	13.21
4	Strongly disagree	229	1.07
-8	Unit non-response/component not applicable	6815	31.78

-9	Missing	1403	6.54
TOTALS		21444	100.00

Variable Name: N1HOMEFX

Position: 3459 - 3460, Format: N2.

Variable Label: N1 D04H Cannot do much b/c student motivation/performance depends on home

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

When it comes right down to it, you really can not do much because most of a student's motivation and performance depends on their home environment

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	269	1.25
2	Agree	1968	9.18
3	Disagree	8560	39.92
4	Strongly disagree	2418	11.28
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1414	6.59
TOTALS		21444	100.00

Variable Name: N1PRESSURES

Position: 3461 - 3462, Format: N2.

Variable Label: N1 D05A School's principal deals w/ outside pressures interfering with teaching

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

deals effectively with pressures from outside the school that might interfere with my teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3239	15.10
2	Agree	7495	34.95

3	Disagree	1921	8.96
4	Strongly disagree	516	2.41
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1458	6.80
TOTALS		21444	100.00

Variable Name: N1POORJOBRES

Position: 3463 - 3464, Format: N2.

Variable Label: N1 D05B School's principal does poor job of getting resources for this school

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

does a poor job of getting resources for this school.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	181	0.84
2	Agree	1394	6.50
3	Disagree	7711	35.96
4	Strongly disagree	3887	18.13
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1456	6.79
TOTALS		21444	100.00

Variable Name: N1PSETSPRIO

Position: 3465 - 3466, Format: N2.

Variable Label: N1 D05C School's principal sets priorities and sees that they are carried out

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

sets priorities, makes plans, and sees that they are carried out.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3596	16.77
2	Agree	7450	34.74
3	Disagree	1818	8.48
4	Strongly disagree	407	1.90
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1358	6.33
TOTALS		21444	100.00

Variable Name: N1PSCHVISION

Position: 3467 - 3468, Format: N2.

Variable Label: N1 D05D School's principal communicates kind of school that is wanted to staff

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

knows what kind of school he or she wants and has communicated it to the staff.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4790	22.34
2	Agree	6581	30.69
3	Disagree	1450	6.76
4	Strongly disagree	434	2.02
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1374	6.41
TOTALS		21444	100.00

Variable Name: N1PCOMEXP

Position: 3469 - 3470, Format: N2.

Variable Label: N1 D05E School's principal lets staff members know what is expected of them

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

lets staff members know what is expected of them.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4044	18.86
2	Agree	7567	35.29
3	Disagree	1401	6.53
4	Strongly disagree	300	1.40
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1317	6.14
TOTALS		21444	100.00

Variable Name: N1PINNOVATE

Position: 3471 - 3472, Format: N2.

Variable Label: N1 D05F School's principal is interested in innovation and new ideas

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

is interested in innovation and new ideas.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4933	23.00
2	Agree	6935	32.34
3	Disagree	1125	5.25

4	Strongly disagree	307	1.43
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1329	6.20
TOTALS		21444	100.00

Variable Name: N1PCONSULTS

Position: 3473 - 3474, Format: N2.

Variable Label: N1 D05G School's principal consults staff before making decisions affecting them

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

usually consults with staff members before he or she makes decisions that affect them.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2228	10.39
2	Agree	6704	31.26
3	Disagree	3080	14.36
4	Strongly disagree	1198	5.59
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1419	6.62
TOTALS		21444	100.00

Variable Name: N1TSCHDISC

Position: 3475 - 3476, Format: N2.

Variable Label: N1 D06A Teachers at this school help maintain discipline in the entire school

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

help maintain discipline in the entire school, not just in their classroom.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2411	11.24
2	Agree	8190	38.19
3	Disagree	2253	10.51
4	Strongly disagree	285	1.33
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1490	6.95
TOTALS		21444	100.00

Variable Name: N1TIMPROVE

Position: 3477 - 3478, Format: N2.

Variable Label: N1 D06B Teachers at this school take responsibility for improving the school

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

take responsibility for improving the school.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3279	15.29
2	Agree	8406	39.20
3	Disagree or strongly disagree	1481	6.91
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1463	6.82
TOTALS		21444	100.00

Variable Name: N1TSETSTDS

Position: 3479 - 3480, Format: N2.

Variable Label: N1 D06C Teachers at this school set high standards for themselves

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

set high standards for themselves.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3810	17.77
2	Agree	8320	38.80
3	Disagree or strongly disagree	1057	4.93
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1442	6.72
TOTALS		21444	100.00

Variable Name: N1TSELFDEV

Position: 3481 - 3482, Format: N2.

Variable Label: N1 D06D Teachers at school feel responsible for developing student self-control

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible for helping students develop self-control.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2398	11.18
2	Agree	9300	43.37
3	Disagree or strongly disagree	1467	6.84

-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1464	6.83
TOTALS		21444	100.00

Variable Name: N1THELPBEST

Position: 3483 - 3484, Format: N2.

Variable Label: N1 D06E Teachers at school feel responsible for helping each other do their best

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible for helping each other do their best.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2864	13.36
2	Agree	8294	38.68
3	Disagree or strongly disagree	2039	9.51
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1432	6.68
TOTALS		21444	100.00

Variable Name: N1TALLLEARN

Position: 3485 - 3486, Format: N2.

Variable Label: N1 D06F Teachers at this school feel responsible that all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible that all students learn.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage

1	Strongly agree	3326	15.51
2	Agree	8819	41.13
3	Disagree or strongly disagree	1033	4.82
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1451	6.77
TOTALS		21444	100.00

Variable Name: N1TFAIL

Position: 3487 - 3488, Format: N2.

Variable Label: N1 D06G Teachers at school feel responsible when students in this school fail

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school... feel responsible when students in this school fail.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1594	7.43
2	Agree	7610	35.49
3	Disagree	3747	17.47
4	Strongly disagree	215	1.00
-8	Unit non-response/component not applicable	6815	31.78
-9	Missing	1463	6.82
TOTALS		21444	100.00

Variable Name: A1GRADEPREK

Position: 3489 - 3490, Format: N2.

Variable Label: A1 A01A School includes pre-kindergarten

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADEK

Position: 3491 - 3492, Format: N2.

Variable Label: A1 A01B School includes kindergarten

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADE1

Position: 3493 - 3494, Format: N2.

Variable Label: A1 A01C School includes 1st grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADE2

Position: 3495 - 3496, Format: N2.

Variable Label: A1 A01D School includes 2nd grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADE3

Position: 3497 - 3498, Format: N2.

Variable Label: A1 A01E School includes 3rd grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADE4

Position: 3499 - 3500, Format: N2.

Variable Label: A1 A01F School includes 4th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADE5

Position: 3501 - 3502, Format: N2.

Variable Label: A1 A01G School includes 5th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADE6

Position: 3503 - 3504, Format: N2.

Variable Label: A1 A01H School includes 6th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADE7

Position: 3505 - 3506, Format: N2.

Variable Label: A1 A01I School includes 7th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADE8

Position: 3507 - 3508, Format: N2.

Variable Label: A1 A01J School includes 8th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADE9

Position: 3509 - 3510, Format: N2.

Variable Label: A1 A01K School includes 9th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADE10

Position: 3511 - 3512, Format: N2.

Variable Label: A1 A01L School includes 10th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADE11

Position: 3513 - 3514, Format: N2.

Variable Label: A1 A01M School includes 11th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADE12

Position: 3515 - 3516, Format: N2.

Variable Label: A1 A01N School includes 12th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GRADE13

Position: 3517 - 3518, Format: N2.

Variable Label: A1 A01O School includes grades above 12th

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1UNGRADED

Position: 3519 - 3520, Format: N2.

Variable Label: A1 A01P School includes ungraded level(s)

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1SCHCONTROL

Position: 3521 - 3522, Format: N2.

Variable Label: A1 A02 School control

Variable Description:

- Our records indicate that [your school] is a [public/private] school. Is this correct?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and such that 'public' or 'private' was conditionally displayed based on sampling information. Although the actual survey instrument included this question with yes/no response options, pre-loaded school control information was combined with the administrator's yes/no response to produce A1SCHCONTROL values of 1=Public and 2=Private. Please note the composite variable X1CONTROL (which, unlike A1SCHCONTROL, is based on CCD and PSS data) contains more specific school control information than A1SCHCONTROL, i.e. it has values of Public, Catholic, and Other private; in addition, X1CONTROL contains non-missing values even where A1SCHCONTROL is missing.

Code	Value Label	Frequency	Percentage

1	Public	16465	76.78
2	Private	3836	17.89
-8	Unit non-response/component not applicable	1143	5.33
TOTALS		21444	100.00

Variable Name: A1RELIGIOUS

Position: 3523 - 3524, Format: N2.

Variable Label: A1 A03 Whether school has a religious orientation or purpose

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does this school have a religious orientation or purpose?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1RELIGTYPE

Position: 3525 - 3526, Format: N2.

Variable Label: A1 A04 School's religious orientation

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is this school's religious orientation or affiliation?

Catholic

Christian

Jewish

Muslim or Islamic

Other religious affiliation

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1SINGLESEX

Position: 3527 - 3528, Format: N2.

Variable Label: A1 A05 Whether school is a single-sex school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school] a single sex school?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1SCHTYPE

Position: 3529 - 3530, Format: N2.

Variable Label: A1 A06 School type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following best describes your high school? Would you say...

a regular school [-- not including magnet or charter schools]

a charter school (a school that in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations)

a special program school [or magnet school] --such as a science or math school, performing arts school, talented or gifted school, or a foreign language immersion school

a vocational or technical school or

an alternative school (a school that offers a curriculum designed to provide nontraditional education to students -- for example, to students at risk of school failure or dropout in a traditional setting)?

Note: Response options were customized in the survey instrument such that [bracketed text] was displayed if the respondent indicated their school was a public school.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1SCHSPFOCUS

Position: 3531 - 3532, Format: N2.

Variable Label: A1 A07 Whether school's special focus is math or science

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school]'s special focus on...

math or science or

something else such as performing arts, education for talented or gifted students, or foreign language immersion?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CHOICEPROG

Position: 3533 - 3534, Format: N2.

Variable Label: A1 A08 School participates in public school choice program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does [your school] participate in a public school choice program? Do not include public school choice that is mandatory due to Adequate Yearly Progress requirements.

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CHOICEIN

Position: 3535 - 3536, Format: N2.

Variable Label: A1 A09A School's students can enroll in another school within district

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate? (check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CHOICEOUT

Position: 3537 - 3538, Format: N2.

Variable Label: A1 A09B School's students can enroll in a school in another district at no cost

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CHOICESCH

Position: 3539 - 3540, Format: N2.

Variable Label: A1 A09C Students from other districts can enroll in school at no tuition cost

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CHOICEPRIV

Position: 3541 - 3542, Format: N2.

Variable Label: A1 A09D School's students can enroll in private school using state/district fund

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CHOICEOTHR

Position: 3543 - 3544, Format: N2.

Variable Label: A1 A09E School participates in another public school choice program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1YRROUND

Position: 3545 - 3546, Format: N2.

Variable Label: A1 A10 Whether school is a year round school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school] a year round school?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CALENDAR

Position: 3547 - 3548, Format: N2.

Variable Label: A1 A11 Academic calendar type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What kind of academic calendar does [your school] have for grades 9 through 12?

Semester calendar

Trimester calendar

Quarter calendar

Other calendar

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1SCHEDULE

Position: 3549 - 3550, Format: N2.

Variable Label: A1 A12 Course schedule type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How are courses scheduled in [your school] for grades 9 through 12? Would you say...

traditional scheduling only (no block scheduling)

block scheduling only such as 4x4 or A/B, or

both traditional and block scheduling?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1TRADMINS

Position: 3551 - 3552, Format: N2.

Variable Label: A1 A13 Length of traditional schedule courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes long are courses on the traditional schedule at [your school] for grades 9 through 12?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ACADBLOCK

Position: 3553 - 3554, Format: N2.

Variable Label: A1 A14A Whether academic courses are block scheduled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following types of courses are block scheduled for grades 9 through 12?

(check all that apply)

Academic courses

Vocational or technical courses

Other courses

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1VOCBLOCK

Position: 3555 - 3556, Format: N2.

Variable Label: A1 A14B Whether vocational/technical courses are block scheduled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following types of courses are block scheduled for grades 9 through 12?

(check all that apply)

Academic courses

Vocational or technical courses

Other courses

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OTHRBLOCK

Position: 3557 - 3558, Format: N2.

Variable Label: A1 A14C Whether other courses are block scheduled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following types of courses are block scheduled for grades 9 through 12?

(check all that apply)

Academic courses

Vocational or technical courses

Other courses

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ABLOCKMINS

Position: 3559 - 3561, Format: N3.

Variable Label: A1 A15 Length of block-scheduled academic courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes is each block for academic courses for grades 9 through 12?

(Please round to the nearest whole number.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1VBLOCKMINS

Position: 3562 - 3564, Format: N3.

Variable Label: A1 A16 Length of block-scheduled vocational/technical courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes is each block for vocational or technical courses?

(Please round to the nearest whole number.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OBLOCKMINS

Position: 3565 - 3567, Format: N3.

Variable Label: A1 A17 Length of other block-scheduled courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes is each block [for all other courses]?

(Please round to the nearest whole number.)

Note: Question wording was customized in the survey instrument such that 'for all other courses' was displayed in cases where the respondent indicated block and/or vocational course were also block scheduled.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CLASSHRS

Position: 3568 - 3572, Format: N5.2

Variable Label: A1 A18 Average instruction hours per day

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- On average, how many hours of instruction per day, excluding study hall and lunch, do high school students receive at [your school]?

(Please use decimals for partial hours.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ADA

Position: 3573 - 3575, Format: N3.

Variable Label: A1 A19 Average daily attendance percentage for high school students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the average daily attendance (ADA) for high school students in your school last year?

(Please round to the nearest whole number.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1NOTIFY

Position: 3576 - 3577, Format: N2.

Variable Label: A1 A20 Whether parents are notified when students are absent without an excuse

Variable Description:

- When high school students are absent without an excuse, are parents notified?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	705	3.29
1	Yes	18100	84.41
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1496	6.98
TOTALS		21444	100.00

Variable Name: A1TRANSFRALT

Position: 3578 - 3579, Format: N2.

Variable Label: A1 A21 % of 08-09 students transferred out to an alternative program/school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of students attending [your school] in the 2008-2009 school year were transferred out to an alternative program or school?

(Please round to the nearest whole number. Enter '0' if none.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1AYP

Position: 3580 - 3581, Format: N2.

Variable Label: A1 A22 School is currently in need of improvement due to AYP requirements

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school] currently identified as in need of improvement due to Adequate Yearly Progress (AYP) requirements?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00

TOTALS		21444	100.00

Variable Name: A1AYPYR

Position: 3582 - 3583, Format: N2.

Variable Label: A1 A23 Year of AYP improvement as of 09-10 school year

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- As of the beginning of the 2009-2010 school year, in what year of AYP improvement is [your school]?

Year 1 School Improvement

Year 2 School Improvement

Year 3 Corrective Action

Year 4 Restructuring

Year 5 Implementation of Restructuring

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1MADEAYP

Position: 3584 - 3585, Format: N2.

Variable Label: A1 A24 Whether school made AYP at the end of the 2008-2009 school year

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- At the end of the 2008-2009 school year, did [your school] make AYP?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1MTHSCIFAIR

Position: 3586 - 3587, Format: N2.

Variable Label: A1 A25A Holds math or science fairs/workshops/competitions

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	11363	52.99
1	Yes	7232	33.73
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1706	7.96
TOTALS		21444	100.00

Variable Name: A1MSSUMMER

Position: 3588 - 3589, Format: N2.

Variable Label: A1 A25B Partners w/ college/university that offers math/science summer program

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science? (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	9957	46.43
1	Yes	8638	40.28
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1706	7.96
TOTALS		21444	100.00

Variable Name: A1MSAFTERSCH

Position: 3590 - 3591, Format: N2.

Variable Label: A1 A25C Sponsors a math or science after-school program

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	8921	41.60
1	Yes	9674	45.11
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1706	7.96
TOTALS		21444	100.00

Variable Name: A1MSMENTOR

Position: 3592 - 3593, Format: N2.

Variable Label: A1 A25D Pairs students with mentors in math or science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science? (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	11999	55.96
1	Yes	6596	30.76
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1706	7.96
TOTALS		21444	100.00

Variable Name: A1MSSPEAKER

Position: 3594 - 3595, Format: N2.

Variable Label: A1 A25E Brings in guest speakers to talk about math or science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science? (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	7542	35.17
1	Yes	11053	51.54
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1706	7.96
TOTALS		21444	100.00

Variable Name: A1MSFLDTRIP

Position: 3596 - 3597, Format: N2.

Variable Label: A1 A25F Takes students on math- or science-relevant field trips

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	6628	30.91
1	Yes	11967	55.81
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1706	7.96
TOTALS		21444	100.00

Variable Name: A1MSPRGMS

Position: 3598 - 3599, Format: N2.

Variable Label: A1 A25G Tells students about math/science contests/websites/blogs/other programs

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	5306	24.74
1	Yes	13289	61.97
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1706	7.96
TOTALS		21444	100.00

Variable Name: A1MESA

Position: 3600 - 3601, Format: N2.

Variable Label: A1 A25H Partners with MESA or a similar enrichment-model program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science? (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1MSPDLEARN

Position: 3602 - 3603, Format: N2.

Variable Label: A1 A25I Requires teacher prof development in how students learn math/science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	7716	35.98
1	Yes	10879	50.73
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1706	7.96
TOTALS		21444	100.00

Variable Name: A1MSPDINTRST

Position: 3604 - 3605, Format: N2.

Variable Label: A1 A25J Requires teacher prof development in increasing interest in math/science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	10946	51.04
1	Yes	7649	35.67
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1706	7.96
TOTALS		21444	100.00

Variable Name: A1MSOTHER

Position: 3606 - 3607, Format: N2.

Variable Label: A1 A25K Raises students math/science interest/achievement in another way

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science? (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	13894	64.79
1	Yes	4701	21.92
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1706	7.96
TOTALS		21444	100.00

Variable Name: A1MSNONE

Position: 3608 - 3609, Format: N2.

Variable Label: A1 A25L Doesn't do any of these to raise math/science interest/achievement

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	18186	84.81
1	Yes	409	1.91
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1706	7.96
TOTALS		21444	100.00

Variable Name: A1G9SUMMER

Position: 3610 - 3611, Format: N2.

Variable Label: A1 A26A Offers pre-HS summer reading/math instruction for struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	11102	51.77
1	Yes	7625	35.56
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1574	7.34
TOTALS		21444	100.00

Variable Name: A1G9OVERAGE

Position: 3612 - 3613, Format: N2.

Variable Label: A1 A26B Offers learning communities for over-age student lacking HS prerequisite

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage

0	No	15527	72.41
1	Yes	3200	14.92
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1574	7.34
TOTALS		21444	100.00

Variable Name: A1G9COMMUNTY

Position: 3614 - 3615, Format: N2.

Variable Label: A1 A26C Offers 9th grade learning communities separate from rest of school

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	13390	62.44
1	Yes	5337	24.89
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1574	7.34
TOTALS		21444	100.00

Variable Name: A1G9BLOCKSCH

Position: 3616 - 3617, Format: N2.

Variable Label: A1 A26D Offers block scheduling to assist struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	2642	12.32
1	Yes	4995	23.29
-7	Item legitimate skip/NA	11850	55.26
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	814	3.80
TOTALS		21444	100.00

Variable Name: A1G9DOUBLE

Position: 3618 - 3619, Format: N2.

Variable Label: A1 A26E Offers catch-up courses/double-dosing to assist struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	8770	40.90
1	Yes	9957	46.43
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1574	7.34
TOTALS		21444	100.00

Variable Name: A1G9STUDY

Position: 3620 - 3621, Format: N2.

Variable Label: A1 A26F Offers study skill seminar/class for struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	10923	50.94
1	Yes	7804	36.39
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1574	7.34
TOTALS		21444	100.00

Variable Name: A1G9TEACHER

Position: 3622 - 3623, Format: N2.

Variable Label: A1 A26G Offers assistance for teachers working with struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	10591	49.39
1	Yes	8136	37.94
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1574	7.34
TOTALS		21444	100.00

Variable Name: A1G9TUTOR

Position: 3624 - 3625, Format: N2.

Variable Label: A1 A26H Offers tutoring to assist struggling 9th graders

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1G9OTHRPROG

Position: 3626 - 3627, Format: N2.

Variable Label: A1 A26I Offers another program to assist struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	12909	60.20
1	Yes	5818	27.13
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1574	7.34
TOTALS		21444	100.00

Variable Name: A1G9NOPROG

Position: 3628 - 3629, Format: N2.

Variable Label: A1 A26J School has no programs to assist struggling 9th graders

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1G9ABSENTEE

Position: 3630 - 3631, Format: N2.

Variable Label: A1 A27A Grade 9 academic assistance recommended based on absentee record

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	7250	33.81
1	Yes	11303	52.71
-7	Item legitimate skip/NA	166	0.77

-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1582	7.38
TOTALS		21444	100.00

Variable Name: A1G9GRADES

Position: 3632 - 3633, Format: N2.

Variable Label: A1 A27B Grade 9 academic assistance recommended based on poor/failing grades

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	672	3.13
1	Yes	17881	83.38
-7	Item legitimate skip/NA	166	0.77
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1582	7.38
TOTALS		21444	100.00

Variable Name: A1G9BEHIND

Position: 3634 - 3635, Format: N2.

Variable Label: A1 A27C Grade 9 acad assistance recommended based on being behind on credits

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	5927	27.64
1	Yes	12626	58.88
-7	Item legitimate skip/NA	166	0.77
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1582	7.38
TOTALS		21444	100.00

Variable Name: A1G9BEHAVE

Position: 3636 - 3637, Format: N2.

Variable Label: A1 A27D Grade 9 academic assistance recommended based on disciplinary problems

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	7343	34.24

1	Yes	11210	52.28
-7	Item legitimate skip/NA	166	0.77
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1582	7.38
TOTALS		21444	100.00

Variable Name: A1G9TCHREF

Position: 3638 - 3639, Format: N2.

Variable Label: A1 A27E Grade 9 academic assistance recommended based on teacher referral

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	818	3.81
1	Yes	17735	82.70
-7	Item legitimate skip/NA	166	0.77
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1582	7.38
TOTALS		21444	100.00

Variable Name: A1G9CNSLREF

Position: 3640 - 3641, Format: N2.

Variable Label: A1 A27F Grade 9 academic assistance recommended based on counselor referral

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	2536	11.83
1	Yes	16017	74.69
-7	Item legitimate skip/NA	166	0.77
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1582	7.38
TOTALS		21444	100.00

Variable Name: A1G9PRNTREF

Position: 3642 - 3643, Format: N2.

Variable Label: A1 A27G Grade 9 academic assistance recommended based on parental request

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	2462	11.48

1	Yes	16091	75.04
-7	Item legitimate skip/NA	166	0.77
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1582	7.38
TOTALS		21444	100.00

Variable Name: A1G9REQUEST

Position: 3644 - 3645, Format: N2.

Variable Label: A1 A27H Grade 9 academic assistance recommended based on student request

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	4882	22.77
1	Yes	13671	63.75
-7	Item legitimate skip/NA	166	0.77
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1582	7.38
TOTALS		21444	100.00

Variable Name: A1G9OTHER

Position: 3646 - 3647, Format: N2.

Variable Label: A1 A27I Grade 9 academic assistance recommendations based on something else

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	16366	76.32
1	Yes	2187	10.20
-7	Item legitimate skip/NA	166	0.77
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1582	7.38
TOTALS		21444	100.00

Variable Name: A1CAPACITY

Position: 3648 - 3650, Format: N3.

Variable Label: A1 B01 Percent capacity to which school is filled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is your high school's current enrollment expressed as a percentage of capacity such as 90 percent filled or 105 percent filled?

(Please round to the nearest whole number.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFERALT

Position: 3651 - 3652, Format: N2.

Variable Label: A1 B02A Alternative program offered on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?

(check all that apply)

Alternative program

Dropout prevention program

College Board Advanced Placement (AP) courses

None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFERDOPRV

Position: 3653 - 3654, Format: N2.

Variable Label: A1 B02B Dropout prevention program offered on-site

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?

(check all that apply)

Alternative program

Dropout prevention program

College Board Advanced Placement (AP) courses

None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	14087	65.69
1	Yes	6136	28.61
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	78	0.36
TOTALS		21444	100.00

Variable Name: A1OFFERAP

Position: 3655 - 3656, Format: N2.

Variable Label: A1 B02C College Board Advanced Placement (AP) courses offered on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?

(check all that apply)

Alternative program

Dropout prevention program

College Board Advanced Placement (AP) courses

None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFERNONE

Position: 3657 - 3658, Format: N2.

Variable Label: A1 B02D None of these programs or courses are offered on-site

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?

(check all that apply)

Alternative program

Dropout prevention program

College Board Advanced Placement (AP) courses

None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	18771	87.53
1	Yes	1452	6.77
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	78	0.36
TOTALS		21444	100.00

Variable Name: A1FREELUNCH

Position: 3659 - 3661, Format: N3.

Variable Label: A1 B03A % of student body receiving free or reduced-price lunch

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ELL

Position: 3662 - 3664, Format: N3.

Variable Label: A1 B03B % of student body who are English language learners

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1SPECIALED

Position: 3665 - 3667, Format: N3.

Variable Label: A1 B03C % of student body receiving Special Education services for disabilities

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ALTPROG

Position: 3668 - 3670, Format: N3.

Variable Label: A1 B03D % of student body enrolled in an alternative program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and 'either at your school or' text was included if respondent indicated school had an alternative education program on-site.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1DROPOUTPRV

Position: 3671 - 3673, Format: N3.

Variable Label: A1 B03E % of student body enrolled in a dropout prevention program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and 'either at your school or' text was included if respondent indicated school had a dropout prevention program on-site.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1AP

Position: 3674 - 3676, Format: N3.

Variable Label: A1 B03F % of student body enrolled in Advanced Placement courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and 'either at your school or' text was included if respondent indicated school offered AP courses on-site.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1HISPSTU

Position: 3677 - 3679, Format: N3.

Variable Label: A1 B04A % of student body of Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1WHITESTU

Position: 3680 - 3682, Format: N3.

Variable Label: A1 B04B % of student body that is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1BLACKSTU

Position: 3683 - 3685, Format: N3.

Variable Label: A1 B04C % of student body that is Black or African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ASIANPISTU

Position: 3686 - 3688, Format: N3.

Variable Label: A1 B04D % of student body that is Asian or Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1AMINDIANST

Position: 3689 - 3691, Format: N3.

Variable Label: A1 B04E % of student body that is American Indian or Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1REPEATG9

Position: 3692 - 3693, Format: N2.

Variable Label: A1 B05 % of the 2009-2010 9th-grade class that is repeating 9th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of [your school]'s 2009-2010 9th-grade class is repeating 9th grade?

(Please round to the nearest whole number.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1RETURN09

Position: 3694 - 3696, Format: N3.

Variable Label: A1 B06 % of 9th graders enrolled in this school Sept 2008 returned Sept 2009

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of 9th-grade students who were enrolled in your school in September of 2008 returned to your school in September of 2009?

(Please round to the nearest whole number.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00

TOTALS		21444	100.00

Variable Name: A14YRDEGREE

Position: 3697 - 3699, Format: N3.

Variable Label: A1 B07A % of 08-09 seniors who went to 4-year Bachelor's-granting institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A12YRDEGREE

Position: 3700 - 3702, Format: N3.

Variable Label: A1 B07B % of 08-09 seniors who went to Associates-granting/technical institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1WORK

Position: 3703 - 3705, Format: N3.

Variable Label: A1 B07C % of 08-09 seniors who entered the workforce

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1MILITARY

Position: 3706 - 3708, Format: N3.

Variable Label: A1 B07D % of 08-09 seniors who joined military

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1DIDOTHER

Position: 3709 - 3711, Format: N3.

Variable Label: A1 B07E % of 08-09 seniors who did something else

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1FTTCHRS

Position: 3712 - 3714, Format: N3.

Variable Label: A1 C01A Total number of full-time teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many teachers work full-time and how many work part-time at [your school]?

full-time teachers

part-time teachers

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1PTTCHRS

Position: 3715 - 3717, Format: N3.

Variable Label: A1 C01B Total number of part-time teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many teachers work full-time and how many work part-time at [your school]?

full-time teachers

part-time teachers

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1FTMTCHRS

Position: 3718 - 3720, Format: N3.

Variable Label: A1 C02A Number of full-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1PTMTCHRS

Position: 3721 - 3723, Format: N3.

Variable Label: A1 C02B Number of part-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1FTSTCHRS

Position: 3724 - 3726, Format: N3.

Variable Label: A1 C02C Number of full-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1PSCTCHRS

Position: 3727 - 3729, Format: N3.

Variable Label: A1 C02D Number of part-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1FTOTHTCHRS

Position: 3730 - 3732, Format: N3.

Variable Label: A1 C02E Number of full-time high school teachers of all other subject areas

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1PTOTHTCHRS

Position: 3733 - 3735, Format: N3.

Variable Label: A1 C02F Number of part-time high school teachers of all other subject areas

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CERTFTMTCH

Position: 3736 - 3737, Format: N2.

Variable Label: A1 C03A Number of certified full-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school math teachers in [your school], how many are certified by your state to teach math at the secondary school (9-12) level?

certified full-time high school math teachers (If none, enter 0)

certified part-time high school math teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time math teachers was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CERTPTMTCH

Position: 3738 - 3739, Format: N2.

Variable Label: A1 C03B Number of certified part-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school math teachers in [your school], how many are certified by your state to teach math at the secondary school (9-12) level?

certified full-time high school math teachers (If none, enter 0)

certified part-time high school math teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time math teachers was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CERTFTSTCH

Position: 3740 - 3741, Format: N2.

Variable Label: A1 C03C Number of certified full-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school science teachers in [your school], how many are certified by your state to teach science at the secondary school (9-12) level?

certified full-time high school science teachers (If none, enter 0)

certified part-time high school science teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time science teachers was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CERTPTSTCH

Position: 3742 - 3743, Format: N2.

Variable Label: A1 C03D Number of certified part-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school science teachers in [your school], how many are certified by your state to teach science at the secondary school (9-12) level?

certified full-time high school science teachers (If none, enter 0)

certified part-time high school science teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time science teachers was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1MSRECRUIT

Position: 3744 - 3745, Format: N2.

Variable Label: A1 C04 Whether recruited/interviewed HS math/science teachers for 2008-2009

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For the school year 2008û2009, were there high school teaching vacancies in either your math or science departments for which teachers were recruited and interviewed?

Math vacancies only

Science vacancies only

Both math and science vacancies

No math or science vacancies

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1FILLMTH

Position: 3746 - 3747, Format: N2.

Variable Label: A1 C05 Ease of filling high school mathematics teaching vacancies

Comment: "Could not fill math department" recoded with "Very difficult" on the public use file.

Variable Description:

- How easy or difficult was it to fill the high school teaching vacancies in the mathematics department in your school? Would you say...

  easy

  somewhat difficult

  very difficult or

  you could not fill the vacancies in the math department?

Code	Value Label	Frequency	Percentage
1	Easy	2950	13.76
2	Somewhat difficult	4580	21.36
3	Very difficult or could not fill math dept. vacancies	2302	10.73
-7	Item legitimate skip/NA	8613	40.17
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1856	8.66
TOTALS		21444	100.00

Variable Name: A1FILLSCI

Position: 3748 - 3749, Format: N2.

Variable Label: A1 C06 Ease of filling high school science teaching vacancies

Comment: "Could not fill science department" recoded with "Very difficult" on the public use file.

Variable Description:

- How easy or difficult was it to fill the high school teaching vacancies in the science department in your school? Would you say...

  easy

  somewhat difficult

  very difficult or

  you could not fill the vacancies in the science department?

Code	Value Label	Frequency	Percentage
1	Easy	2592	12.09
2	Somewhat difficult	4386	20.45
3	Very difficult or could not fill science dept. vacancies	2529	11.79
-7	Item legitimate skip/NA	8873	41.38
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1921	8.96

TOTALS		21444	100.00

Variable Name: A1MINCENTIVE

Position: 3750 - 3751, Format: N2.

Variable Label: A1 C07 School/district offers incentives to attract FT HS math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school or district offer signing bonuses or incentives for example, monetary bonuses, tuition aid, or tuition tax credits to attract qualified full-time high school math teachers?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1SINCENTIVE

Position: 3752 - 3753, Format: N2.

Variable Label: A1 C08 School/district offers incentives to attract FT HS science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school or district offer signing bonuses or incentives for example monetary bonuses, tuition aid, or tuition tax credits to attract qualified full-time high school science teachers?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1MTNORETURN

Position: 3754 - 3755, Format: N2.

Variable Label: A1 C09 # of 2008-2009 full-time math teachers who did not return in 2009-2010

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many full-time high school math teachers who taught in your school last year (2008-2009), did not return to teach at your school this year (2009-2010)?

(Please enter 0 if all high school math teachers returned this school year.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1STNORETURN

Position: 3756 - 3757, Format: N2.

Variable Label: A1 C10 # of 2008-2009 full-time science teachers who did not return in 2009-2010

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many full-time high school science teachers who taught in your school last year (2008-2009), did not return to teach at your school this year (2009-2010)?

(Please enter 0 if all high school science teachers returned this school year.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ABSENTTCHR

Position: 3758 - 3759, Format: N2.

Variable Label: A1 C11 % of high school's teachers absent on an average day

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of your school's high school teachers are absent on an average day?

(Please enter 0 if none.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONPREALG

Position: 3760 - 3761, Format: N2.

Variable Label: A1 D01A School offers PreAlgebra on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONRMTH

Position: 3762 - 3763, Format: N2.

Variable Label: A1 D01B School offers Review or Remedial Math on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONINTMTH1

Position: 3764 - 3765, Format: N2.

Variable Label: A1 D01C School offers Integrated Math I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONINTMTH2

Position: 3766 - 3767, Format: N2.

Variable Label: A1 D01D School offers Integrated Math II or above on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONALGP1P2

Position: 3768 - 3769, Format: N2.

Variable Label: A1 D01E School offers Algebra I, part 1 and part 2 on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONALG1

Position: 3770 - 3771, Format: N2.

Variable Label: A1 D01F School offers Algebra I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONALG2

Position: 3772 - 3773, Format: N2.

Variable Label: A1 D01G School offers Algebra II on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONGEOM

Position: 3774 - 3775, Format: N2.

Variable Label: A1 D01H School offers Geometry on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONTRIG

Position: 3776 - 3777, Format: N2.

Variable Label: A1 D01I School offers Trigonometry on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONALG3

Position: 3778 - 3779, Format: N2.

Variable Label: A1 D01J School offers Algebra III on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONANGEOM

Position: 3780 - 3781, Format: N2.

Variable Label: A1 D01K School offers Analytic Geometry on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONCLC

Position: 3782 - 3783, Format: N2.

Variable Label: A1 D01L School offers Calculus on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONCLCAPAB

Position: 3784 - 3785, Format: N2.

Variable Label: A1 D01M School offers Calculus AP (AB) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONCLCAPBC

Position: 3786 - 3787, Format: N2.

Variable Label: A1 D01N School offers Calculus AP (BC) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONCLCAPIB

Position: 3788 - 3789, Format: N2.

Variable Label: A1 D01O School offers Calculus IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONCMPSCI

Position: 3790 - 3791, Format: N2.

Variable Label: A1 D01P School offers Computer Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONCMPSCIA

Position: 3792 - 3793, Format: N2.

Variable Label: A1 D01Q School offers Computer Science AP (A) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONCMPSCIB

Position: 3794 - 3795, Format: N2.

Variable Label: A1 D01R School offers Computer Science AP (AB) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONSTATS

Position: 3796 - 3797, Format: N2.

Variable Label: A1 D01S School offers Statistics or Probability on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONSTATSAP

Position: 3798 - 3799, Format: N2.

Variable Label: A1 D01T School offers Statistics AP on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFPREALG

Position: 3800 - 3801, Format: N2.

Variable Label: A1 D02A School offers PreAlgebra through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFRMTH

Position: 3802 - 3803, Format: N2.

Variable Label: A1 D02B School offers Review or Remedial Math through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFINTMTH1

Position: 3804 - 3805, Format: N2.

Variable Label: A1 D02C School offers Integrated Math I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFINTMTH2

Position: 3806 - 3807, Format: N2.

Variable Label: A1 D02D School offers Integrated Math II or above through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFALGP1P2

Position: 3808 - 3809, Format: N2.

Variable Label: A1 D02E School offers Algebra I, part 1 and part 2 through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFALG1

Position: 3810 - 3811, Format: N2.

Variable Label: A1 D02F School offers Algebra I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFALG2

Position: 3812 - 3813, Format: N2.

Variable Label: A1 D02G School offers Algebra II through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFGEOM

Position: 3814 - 3815, Format: N2.

Variable Label: A1 D02H School offers Geometry through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFTRIG

Position: 3816 - 3817, Format: N2.

Variable Label: A1 D02J School offers Trigonometry through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFALG3

Position: 3818 - 3819, Format: N2.

Variable Label: A1 D02K School offers Algebra III through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFANGEOM

Position: 3820 - 3821, Format: N2.

Variable Label: A1 D02L School offers Analytic Geometry through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFCLC

Position: 3822 - 3823, Format: N2.

Variable Label: A1 D02M School offers Calculus through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFCLCAPAB

Position: 3824 - 3825, Format: N2.

Variable Label: A1 D02N School offers Calculus AP (AB) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFCLCAPBC

Position: 3826 - 3827, Format: N2.

Variable Label: A1 D02O School offers Calculus AP (BC) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFCMPSCI

Position: 3828 - 3829, Format: N2.

Variable Label: A1 D02Q School offers Computer Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFCLCAPIB

Position: 3830 - 3831, Format: N2.

Variable Label: A1 D02P School offers Calculus IB through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFMPSCIA

Position: 3832 - 3833, Format: N2.

Variable Label: A1 D02R School offers Computer Science AP (A) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFCMPSCIB

Position: 3834 - 3835, Format: N2.

Variable Label: A1 D02S School offers Computer Science AP (AB) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFSTATS

Position: 3836 - 3837, Format: N2.

Variable Label: A1 D02T School offers Statistics or Probability through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFSTATSAP

Position: 3838 - 3839, Format: N2.

Variable Label: A1 D02U School offers Statistics AP through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1NOMTHO

Position: 3840 - 3841, Format: N2.

Variable Label: A1 D02V School doesn't offer any of these math courses through other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONGENSCI

Position: 3842 - 3843, Format: N2.

Variable Label: A1 D03A School offers General Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONPHYSCI

Position: 3844 - 3845, Format: N2.

Variable Label: A1 D03B School offers Physical Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONERTHSCI

Position: 3846 - 3847, Format: N2.

Variable Label: A1 D03C School offers Earth Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONENVSCI

Position: 3848 - 3849, Format: N2.

Variable Label: A1 D03D School offers Environmental Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONTECH

Position: 3850 - 3851, Format: N2.

Variable Label: A1 D03E School offers Principles of Technology on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONBIO1

Position: 3852 - 3853, Format: N2.

Variable Label: A1 D03F School offers Biology I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONLIFESCI

Position: 3854 - 3855, Format: N2.

Variable Label: A1 D03G School offers Life Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONCHEM1

Position: 3856 - 3857, Format: N2.

Variable Label: A1 D03H School offers Chemistry I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONPHYS1

Position: 3858 - 3859, Format: N2.

Variable Label: A1 D03I School offers Physics I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONINTGSCI1

Position: 3860 - 3861, Format: N2.

Variable Label: A1 D03J School offers Integrated Science I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONINTGSCI2

Position: 3862 - 3863, Format: N2.

Variable Label: A1 D03K School offers Integrated Science II or above on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONANATOMY

Position: 3864 - 3865, Format: N2.

Variable Label: A1 D03L School offers Anatomy or Physiology on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONENVAP

Position: 3866 - 3867, Format: N2.

Variable Label: A1 D03M School offers Environmental Science AP on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONADVBIO

Position: 3868 - 3869, Format: N2.

Variable Label: A1 D03N School offers Advanced Biology, Biology II, AP, or IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONADVCHEM

Position: 3870 - 3871, Format: N2.

Variable Label: A1 D03O School offers Advanced Chemistry, Chemistry II, AP, or IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONADVPHYS

Position: 3872 - 3873, Format: N2.

Variable Label: A1 D03P School offers Advanced Physics, Physics II, AP, or IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONOTHBIO

Position: 3874 - 3875, Format: N2.

Variable Label: A1 D03Q School offers an Other biological science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

BAPHYOTH

Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONOTHPSCI

Position: 3876 - 3877, Format: N2.

Variable Label: A1 D03R School offers an Other physical science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ONOTHESCI

Position: 3878 - 3879, Format: N2.

Variable Label: A1 D03S School offers an Other earth or environmental sciences on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFGENSCI

Position: 3880 - 3881, Format: N2.

Variable Label: A1 D04A School offers General Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFPHYSCI

Position: 3882 - 3883, Format: N2.

Variable Label: A1 D04B School offers Physical Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFERTHSCI

Position: 3884 - 3885, Format: N2.

Variable Label: A1 D04C School offers Earth Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFTECH

Position: 3886 - 3887, Format: N2.

Variable Label: A1 D04D School offers Principles of Technology through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFBIO1

Position: 3888 - 3889, Format: N2.

Variable Label: A1 D04E School offers Biology I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFLSCI

Position: 3890 - 3891, Format: N2.

Variable Label: A1 D04F School offers Life Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFCHEM1

Position: 3892 - 3893, Format: N2.

Variable Label: A1 D04G School offers Chemistry I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFPHYS1

Position: 3894 - 3895, Format: N2.

Variable Label: A1 D04H School offers Physics I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFINTSCI1

Position: 3896 - 3897, Format: N2.

Variable Label: A1 D04I School offers Integrated Science I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFINTSCI2

Position: 3898 - 3899, Format: N2.

Variable Label: A1 D04J School offers Integrated Science II or above through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFENVSCI

Position: 3900 - 3901, Format: N2.

Variable Label: A1 D04K School offers Environmental Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFANATOMY

Position: 3902 - 3903, Format: N2.

Variable Label: A1 D04L School offers Anatomy or Physiology through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFENVAP

Position: 3904 - 3905, Format: N2.

Variable Label: A1 D04M School offers Environmental Science AP through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFADVBIO

Position: 3906 - 3907, Format: N2.

Variable Label: A1 D04N School offers Advanced Biology/Bio II/AP/IB through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFADVCHEM

Position: 3908 - 3909, Format: N2.

Variable Label: A1 D04O School offers Advanced Chemistry/Chem II/AP/IB thru some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFADVPHYS

Position: 3910 - 3911, Format: N2.

Variable Label: A1 D04P School offers Advanced Physics/Phys II/AP/IB through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFOTHPSCI

Position: 3912 - 3913, Format: N2.

Variable Label: A1 D04Q School offers an Other physical science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFOTHBIO

Position: 3914 - 3915, Format: N2.

Variable Label: A1 D04R School offers an Other biological science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1OFFOTHESCI

Position: 3916 - 3917, Format: N2.

Variable Label: A1 D04S School offers an Other earth or envir science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1NOSCIO

Position: 3918 - 3919, Format: N2.

Variable Label: A1 D04T School doesn't offer any of these science courses through other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1IB

Position: 3920 - 3921, Format: N2.

Variable Label: A1 D05 School offers an International Baccalaureate (IB) program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your high school offer an International Baccalaureate (IB) program?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00

TOTALS		21444	100.00

Variable Name: A1MTHREQS

Position: 3922 - 3923, Format: N2.

Variable Label: A1 D06 School requires completion of specific math course(s) for graduation

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For the graduating class of 2013, does your high school require the completion of a specific math course or courses for graduation?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1MTHSTREQ

Position: 3924 - 3925, Format: N2.

Variable Label: A1 D07 Describe how math course(s) required for grad compare with state's reqs

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How would you describe the specific math course or courses your school requires for graduation? Would you say...

the same as the math course or courses required by your State Department of Education

more advanced than the math course or courses required by your State Department of Education or

your State Department of Education does not require specific math courses for graduation?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1SCIREQS

Position: 3926 - 3927, Format: N2.

Variable Label: A1 D08 School requires completion of specific sci course(s) for graduation

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For the graduating class of 2013, does your high school require the completion of a specific science course or courses for graduation?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1SCISTREQ

Position: 3928 - 3929, Format: N2.

Variable Label: A1 D09 Describe how science course(s) required for grad compare with state's req

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How would you describe the specific science course or courses your school requires for graduation? Would you say...

the same as the science course or courses required by your State Department of Education

more advanced than the science course or courses required by your State Department of Education or

your State Department of Education does not require specific science courses for graduation?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ALG1LEVELS

Position: 3930 - 3931, Format: N2.

Variable Label: A1 D10 School offers Algebra I levels for students w/ different abilities

Variable Description:

- Does your high school offer different levels of Algebra I for students who vary in ability or in academic background such as prior 8th grade coursework in math?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	6007	28.01
1	Yes	12399	57.82
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	1895	8.84
TOTALS		21444	100.00

Variable Name: A1SEX

Position: 3932 - 3933, Format: N2.

Variable Label: A1 E01 Principal's sex

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is your sex?

Male

Female

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1HISP

Position: 3934 - 3935, Format: N2.

Variable Label: A1 E02A Principal is of Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you of Hispanic or Latino/Latina origin?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1WHITE

Position: 3936 - 3937, Format: N2.

Variable Label: A1 E02B Principal is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1BLACK

Position: 3938 - 3939, Format: N2.

Variable Label: A1 E02C Principal is Black or African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [[In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ASIAN

Position: 3940 - 3941, Format: N2.

Variable Label: A1 E02D Principal is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1PACISLE

Position: 3942 - 3943, Format: N2.

Variable Label: A1 E02E Principal is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1AMINDIAN

Position: 3944 - 3945, Format: N2.

Variable Label: A1 E02F Principal is American Indian/Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1HIDEG

Position: 3946 - 3947, Format: N2.

Variable Label: A1 E03 Principal's highest degree earned

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the highest degree you have earned?

Associate's degree

Bachelor's degree

Master's degree

Educational Specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

You do not have a degree

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1HIMAJV

Position: 3948 - 3987, Format: A40

Variable Label: A1 E04A Principal's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1HIMAJ6

Position: 3988 - 3994, Format: A7

Variable Label: A1 E04C Principal's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1HIMAJ2

Position: 3995 - 3996, Format: N2.

Variable Label: A1 E04B Principal's major for highest level of education 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1BAMAJV

Position: 3997 - 4036, Format: A40

Variable Label: A1 E05A Principal's major for Bachelor's degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Note: A1BAMAJV was logically imputed to A1HIMAJV for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1BAMAJ6

Position: 4037 - 4043, Format: A7

Variable Label: A1 E05C Principal's major for Bachelor's degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Note: A1BAMAJ6 was logically imputed to A1HIMAJ6 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1BAMAJ2

Position: 4044 - 4045, Format: N2.

Variable Label: A1 E05B Principal's major for Bachelor's degree 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Note: A1BAMAJ2 was logically imputed to A1HIMAJ2 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1STARTDEG

Position: 4046 - 4047, Format: N2.

Variable Label: A1 E06 Principal has started but not completed more advanced degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Have you started, but not completed, any work on a degree beyond [highest degree earned]?

(If you have started more than one of the degrees listed below, please select the higher degree.)

No, have not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'; response options were conditionally displayed based on respondent's actual highest degree earned.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1MANAGEMENT

Position: 4048 - 4049, Format: N2.

Variable Label: A1 E07 Prior management experience outside of the field of education

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- "Before you became a principal, did you have any management experience outside of the field of education?

Yes

No"

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ALTPREP

Position: 4050 - 4051, Format: N2.

Variable Label: A1 E08 Whether became a principal through alternative prep program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Did you become a principal through alternative prep programs, such as New Leaders for New Schools?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CERTIFIED

Position: 4052 - 4053, Format: N2.

Variable Label: A1 E09 Principal is certified as a principal in this state

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you currently certified as a principal in your state?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1YRSADMIN

Position: 4054 - 4055, Format: N2.

Variable Label: A1 E10 Years served as principal of any school

Comment: Recoded 13 and 15 as 14, 16 and 18 as 17, and greater than 19 as 19 on the public use file.

Variable Description:

- Including this school year, how many years have you served as the principal of [your school] or any other school?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
C	1 - 19	18076	84.29
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2225	10.38
TOTALS		21444	100.00

Variable Name: A1YRSHSLSSCH

Position: 4056 - 4057, Format: N2.

Variable Label: A1 E11 Years served as principal of this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including this school year, how many years have you served as the principal of [your school]?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1TEACHING

Position: 4058 - 4059, Format: N2.

Variable Label: A1 E12 Principal is currently teaching in this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In addition to serving as principal, are you currently teaching at [your school]?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1YRSMSTCHR

Position: 4060 - 4061, Format: N2.

Variable Label: A1 E13A Principal's years of middle school teaching experience

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Including this school year, how /How]many years of middle school and high school teaching experience do you have?

(Please enter '0' if you have no teaching experience at a level.)

Middle (6-8)

Secondary (9-12)

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they were currently teaching at their school.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1YRSHSTCHR

Position: 4062 - 4063, Format: N2.

Variable Label: A1 E13B Principal's years of secondary teaching experience

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Including this school year, how /How]many years of middle school and high school teaching experience do you have?

(Please enter '0' if you have no teaching experience at a level.)

Middle (6-8)

Secondary (9-12)

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they were currently teaching at their school.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1MSSUBJECT

Position: 4064 - 4065, Format: N2.

Variable Label: A1 E14 Main subject principal taught at middle school level

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the main subject that you taught at the middle school level?

English

Math

History or social studies or social science

Natural or physical sciences

Foreign languages

Physical education

Vocational education

Business

Other subject

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1HSSUBJECT

Position: 4066 - 4067, Format: N2.

Variable Label: A1 E15 Main subject principal taught at high school level

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the main subject that you taught at the high school level?

English

Math

History or social studies or social science

Natural or physical sciences

Foreign languages

Physical education

Vocational education

Business

Other subject

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1HRTEACHERS

Position: 4068 - 4069, Format: N2.

Variable Label: A1 E16A Hours/week spent working with teachers on instructional issues

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 60	17593	82.04
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2708	12.63
TOTALS		21444	100.00

Variable Name: A1HRINTMGMNT

Position: 4070 - 4071, Format: N2.

Variable Label: A1 E16B Hours/week spent on internal school management

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage

C	0 - 50	17567	81.92
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2734	12.75
TOTALS		21444	100.00

Variable Name: A1HREXTMGMNT

Position: 4072 - 4073, Format: N2.

Variable Label: A1 E16C Hours/week spent on external school management

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 50	17609	82.12
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2692	12.55
TOTALS		21444	100.00

Variable Name: A1HRDISCIPLN

Position: 4074 - 4075, Format: N2.

Variable Label: A1 E16D Hours/week spent on student discipline/attendance

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1HRMONITOR

Position: 4076 - 4077, Format: N2.

Variable Label: A1 E16E Hours/week spent monitoring hallways/campus/lunchroom

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 40	17576	81.96

-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2725	12.71
TOTALS		21444	100.00

Variable Name: A1HRTEACHING

Position: 4078 - 4079, Format: N2.

Variable Label: A1 E16F Hours/week spent on principal's own teaching assignments

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 25	1132	5.28
-7	Item legitimate skip/NA	16948	79.03
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2221	10.36
TOTALS		21444	100.00

Variable Name: A1HRPARENT

Position: 4080 - 4081, Format: N2.

Variable Label: A1 E16G Hours/week spent talking and meeting with parents

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 40	17598	82.06
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2703	12.60
TOTALS		21444	100.00

Variable Name: A1HRSTUDENT

Position: 4082 - 4083, Format: N2.

Variable Label: A1 E16H Hours/week spent meeting with students

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage

C	0 - 60	17603	82.09
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2698	12.58
TOTALS		21444	100.00

Variable Name: A1HRPAPERWK

Position: 4084 - 4085, Format: N2.

Variable Label: A1 E16I Hours/week spent on paperwork required by authorities

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 77	17437	81.31
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2864	13.36
TOTALS		21444	100.00

Variable Name: A1HROTH

Position: 4086 - 4087, Format: N2.

Variable Label: A1 E16J Hours/week spent on other activities

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 45	15207	70.91
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	5094	23.75
TOTALS		21444	100.00

Variable Name: A1TARDY

Position: 4088 - 4089, Format: N2.

Variable Label: A1 E17A Student tardiness is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student tardiness

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	2627	12.25
2	Minor problem	9199	42.90
3	Moderate problem	4904	22.87
4	Serious problem	1225	5.71

-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2346	10.94
TOTALS		21444	100.00

Variable Name: A1STUABSENT

Position: 4090 - 4091, Format: N2.

Variable Label: A1 E17B Student absenteeism is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1CUT

Position: 4092 - 4093, Format: N2.

Variable Label: A1 E17C Student class cutting is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student class cutting

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1TCHRABSENT

Position: 4094 - 4095, Format: N2.

Variable Label: A1 E17D Teacher absenteeism is a problem at this school

Comment: "Serious problem" recoded as "Moderate to serious problem" on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Teacher absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	9162	42.73
2	Minor problem	6933	32.33
3	Moderate to serious problem	1794	8.37
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2412	11.25
TOTALS		21444	100.00

Variable Name: A1DROPOUT

Position: 4096 - 4097, Format: N2.

Variable Label: A1 E17E Students dropping out is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students dropping out

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1APATHY

Position: 4098 - 4099, Format: N2.

Variable Label: A1 E17F Student apathy is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student apathy

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	2924	13.64
2	Minor problem	8010	37.35
3	Moderate problem	5118	23.87
4	Serious problem	1934	9.02
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2315	10.80
TOTALS		21444	100.00

Variable Name: A1PRNTINV

Position: 4100 - 4101, Format: N2.

Variable Label: A1 E17G Lack of parental involvement is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of parental involvement

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	4673	21.79
2	Minor problem	6356	29.64
3	Moderate problem	4803	22.40
4	Serious problem	2117	9.87
-8	Unit non-response/component not applicable	1143	5.33

-9	Missing	2352	10.97
TOTALS		21444	100.00

Variable Name: A1UNPREP

Position: 4102 - 4103, Format: N2.

Variable Label: A1 E17H Students coming unprepared to learn is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students come to school unprepared to learn

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	2791	13.02
2	Minor problem	7881	36.75
3	Moderate problem	5720	26.67
4	Serious problem	1485	6.93
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2424	11.30
TOTALS		21444	100.00

Variable Name: A1HEALTH

Position: 4104 - 4105, Format: N2.

Variable Label: A1 E17I Poor student health is a problem at this school

Comment: "Serious problem" recoded as "Moderate to serious problem" on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Poor student health

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	9486	44.24
2	Minor problem	7056	32.90

3	Moderate to serious problem	1404	6.55
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2355	10.98
TOTALS		21444	100.00

Variable Name: A1RESOURCES

Position: 4106 - 4107, Format: N2.

Variable Label: A1 E17J Lack of teacher resources and materials is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of resources and materials for teachers

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	7011	32.69
2	Minor problem	6913	32.24
3	Moderate problem	3256	15.18
4	Serious problem	696	3.25
-8	Unit non-response/component not applicable	1143	5.33
-9	Missing	2425	11.31
TOTALS		21444	100.00

Variable Name: A1CONFLICT

Position: 4108 - 4109, Format: N2.

Variable Label: A1 E18A Frequency of physical conflicts among students at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Physical conflicts among students

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ROBBERY

Position: 4110 - 4111, Format: N2.

Variable Label: A1 E18B Frequency of robbery or theft at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Robbery or theft

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1VANDALISM

Position: 4112 - 4113, Format: N2.

Variable Label: A1 E18C Frequency of vandalism at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Vandalism

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1DRUGUSE

Position: 4114 - 4115, Format: N2.

Variable Label: A1 E18D Frequency of student illegal drug use at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student use of illegal drugs while at school

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1ALCOHOL

Position: 4116 - 4117, Format: N2.

Variable Label: A1 E18E Frequency of students use of alcohol while at school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student use of alcohol while at school

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1DRUGSALE

Position: 4118 - 4119, Format: N2.

Variable Label: A1 E18F Frequency of drug sales on the way to/from school or on school grounds

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

The sale of drugs on the way to or from school or on school grounds

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1WEAPONS

Position: 4120 - 4121, Format: N2.

Variable Label: A1 E18G Frequency of student possession of weapons at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student possession of weapons

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1PHYSABUSE

Position: 4122 - 4123, Format: N2.

Variable Label: A1 E18H Frequency of physical abuse of teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Physical abuse of teachers

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1TENSION

Position: 4124 - 4125, Format: N2.

Variable Label: A1 E18I Frequency of student racial tensions at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student racial tensions

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1BULLY

Position: 4126 - 4127, Format: N2.

Variable Label: A1 E18J Frequency of student bullying at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student bullying

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1VERBAL

Position: 4128 - 4129, Format: N2.

Variable Label: A1 E18K Frequency of student verbal abuse of teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student verbal abuse of teachers

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1MISBEHAVE

Position: 4130 - 4131, Format: N2.

Variable Label: A1 E18L Frequency of student in-class misbehavior at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student in-class misbehavior

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1DISRESPECT

Position: 4132 - 4133, Format: N2.

Variable Label: A1 E18M Frequency of student acts of disrespect for teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student acts of disrespect for teachers

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: A1GANG

Position: 4134 - 4135, Format: N2.

Variable Label: A1 E18N Frequency of student gang activities at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student gang activities

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1FTCNSL

Position: 4136 - 4137, Format: N2.

Variable Label: C1 A01A Number of full-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including yourself, how many full-time and part-time counselors work with high school students at [your school]?

full-time counselor(s)

part-time counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1PTCNSL

Position: 4138 - 4139, Format: N2.

Variable Label: C1 A01B Number of part-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including yourself, how many full-time and part-time counselors work with high school students at [your school]?

full-time counselor(s)

part-time counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1FTCERTCNSL

Position: 4140 - 4141, Format: N2.

Variable Label: C1 A02A Number of certified full-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time counselors assigned to high school students, how many are certified as high school counselors?

  certified full-time high school counselor(s)

  certified part-time high school counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time high school counselor(s) was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1PTCERTCNSL

Position: 4142 - 4143, Format: N2.

Variable Label: C1 A02B Number of certified part-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time counselors assigned to high school students, how many are certified as high school counselors?

  certified full-time high school counselor(s)

  certified part-time high school counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time high school counselor(s) was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1CASELOAD

Position: 4144 - 4146, Format: N3.

Variable Label: C1 A03 Average caseload for school's counselors

Variable Description:

- On average, what is the caseload for a counselor in this school?

  students per counselor

Code	Value Label	Frequency	Percentage
C	2 - 999	19505	90.96

-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1ASSIGNMENT

Position: 4147 - 4148, Format: N2.

Variable Label: C1 A04 How counselors are assigned to students

Variable Description:

- Which of the following best describes how counselors are assigned to students at this school?

Would you say counselors are assigned...

to all students at this school

to a specific grade level such as a 9th grade counselor

to an incoming class of 9th graders and remain with them throughout their high school years such as a counselor for the class of 2013

to a group of students whose last names fall within a slice of the alphabet such as all students with last names from 'A to D'

to small learning communities such as schools-within-a-school, pods, and houses or

in another way?

Code	Value Label	Frequency	Percentage
1	Assigned to all students at school	4189	19.53
2	Assigned to a specific grade level	3520	16.41
3	Assigned to incoming 9th grade class	1563	7.29
4	Assigned to subset based on last name	8359	38.98
5	Assigned to specific in-schl community	755	3.52
6	In another way?	1095	5.11
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	24	0.11
TOTALS		21444	100.00

Variable Name: C1HRSSCHED

Position: 4149 - 4150, Format: N2.

Variable Label: C1 A05A % hours counseling staff spent on high school course choice/scheduling

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Choice and scheduling of high school courses

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	1084	5.06
2	6%-10%	2712	12.65
3	11%-20%	5677	26.47
4	21%-50%	7921	36.94
5	More than 50%	1815	8.46
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	296	1.38
TOTALS		21444	100.00

Variable Name: C1HRSCOLLEGE

Position: 4151 - 4152, Format: N2.

Variable Label: C1 A05B % hours counseling staff spent on college readiness/selection/apply

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Assisting students with college readiness, selection, and applications

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	443	2.07
2	6%-10%	3089	14.40
3	11%-20%	6578	30.68
4	21%-50%	7182	33.49
5	More than 50%	1961	9.14
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	252	1.18
TOTALS		21444	100.00

Variable Name: C1HRSCAREER

Position: 4153 - 4154, Format: N2.

Variable Label: C1 A05C % hours counseling staff spent on occupational choice/career planning

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Occupational choice and career planning

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	3924	18.30
2	6%-10%	6835	31.87
3	11%-20%	5966	27.82
4	21%-50%	2181	10.17
5	More than 50%	265	1.24
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	334	1.56
TOTALS		21444	100.00

Variable Name: C1HRSDEVELOP

Position: 4155 - 4156, Format: N2.

Variable Label: C1 A05D % hours counseling staff spent on personal/academic/career development

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Personal, social, academic and career development

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	1339	6.24
2	6%-10%	4566	21.29

3	11%-20%	6941	32.37
4	21%-50%	4755	22.17
5	More than 50%	1506	7.02
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	398	1.86
TOTALS		21444	100.00

Variable Name: C1HRSJOBSKLL

Position: 4157 - 4158, Format: N2.

Variable Label: C1 A05E % hours counseling staff spent on job placement/job skill development

Comment: More than 50% recoded as More than 20% on the public use file.

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Job placement and employability skill development

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	12493	58.26
2	6%-10%	4338	20.23
3	11%-20%	1776	8.28
4	More than 20%	327	1.52
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	571	2.66
TOTALS		21444	100.00

Variable Name: C1HRSPROBLEM

Position: 4159 - 4160, Format: N2.

Variable Label: C1 A05F % hours counseling staff spent on school/personal problems

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Students' attendance, discipline, and other school and personal problems

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	3881	18.10
2	6%-10%	5206	24.28
3	11%-20%	5579	26.02
4	21%-50%	3667	17.10
5	More than 50%	732	3.41
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	440	2.05
TOTALS		21444	100.00

Variable Name: C1HRSTESTING

Position: 4161 - 4162, Format: N2.

Variable Label: C1 A05G % hours counseling staff spent on academic testing

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Academic testing

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	5773	26.92
2	6%-10%	5319	24.80

3	11%-20%	4672	21.79
4	21%-50%	2498	11.65
5	More than 50%	597	2.78
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	646	3.01
TOTALS		21444	100.00

Variable Name: C1HRSNONCNSL

Position: 4163 - 4164, Format: N2.

Variable Label: C1 A05H % hours counseling staff spent on non-counseling activities

Comment: More than 50% recoded as More than 20% on the public use file.

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Non-counseling activities such as hall or lunch duty, substitute teaching, bus duty, etc.

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	14784	68.94
2	6%-10%	2644	12.33
3	11%-20%	1178	5.49
4	More than 20%	404	1.88
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	495	2.31
TOTALS		21444	100.00

Variable Name: C1HRSOTHCNSL

Position: 4165 - 4166, Format: N2.

Variable Label: C1 A05I % hours counseling staff spent on other counseling activities

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Other counseling activities

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	5809	27.09
2	6%-10%	5806	27.08
3	11%-20%	4156	19.38
4	21%-50%	1735	8.09
5	More than 50%	249	1.16
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	1750	8.16
TOTALS		21444	100.00

Variable Name: C1GOAL1

Position: 4167 - 4168, Format: N2.

Variable Label: C1 A06 School counseling program's most emphasized goal

Variable Description:

- Which one of the following goals does your school's counseling program emphasize the most? Would you say...

helping students plan and prepare for their work roles after high school

helping students with personal growth and development

helping students plan and prepare for postsecondary schooling

helping students improve their achievement in high school

Code	Value Label	Frequency	Percentage
1	Help students prep for work roles after HS	521	2.43
2	Help students w/ personal growth/developmnt	2637	12.30
3	Help students prep for postsec schooling	10248	47.79
4	Help students improve achievement in HS	6053	28.23

-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	46	0.21
TOTALS		21444	100.00

Variable Name: C1GOAL2

Position: 4169 - 4170, Format: N2.

Variable Label: C1 A07 School counseling program's second most emphasized goal

Variable Description:

- Of the three goals remaining, which one does your school's counseling program emphasize most? Would you say...

  helping students plan and prepare for their work roles after high school

  helping students with personal growth and development

  helping students plan and prepare for postsecondary schooling

  helping students improve their achievement in high school

Note: Response options were customized such that the three goals not previously selected by the respondent were the only options displayed in this question.

Code	Value Label	Frequency	Percentage
1	Help students prep for work roles after HS	1700	7.93
2	Help students w/ personal growth/developmnt	4068	18.97
3	Help students prep for postsec schooling	5484	25.57
4	Help students improve achievement in HS	8164	38.07
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	89	0.42
TOTALS		21444	100.00

Variable Name: C1GOAL3

Position: 4171 - 4172, Format: N2.

Variable Label: C1 A08 School counseling program's third most emphasized goal

Variable Description:

- Of the two goals remaining, which one does your school's counseling program emphasize more? Would you say...

  helping students plan and prepare for their work roles after high school

  helping students with personal growth and development

  helping students plan and prepare for postsecondary schooling

  helping students improve their achievement in high school

Note: Response options were customized such that the two goals not previously selected by the respondent were the only options displayed in this question.

Code	Value Label	Frequency	Percentage
1	Help students prep for work roles after HS	3989	18.60
2	Help students w/ personal growth/developmnt	8268	38.56

3	Help students prep for postsec schooling	3080	14.36
4	Help students improve achievement in HS	3999	18.65
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	169	0.79
TOTALS		21444	100.00

Variable Name: C1DISCIPLINE

Position: 4173 - 4174, Format: N2.

Variable Label: C1 A09 Who (besides teacher) primarily deals with discipline problems

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Besides teachers, who on the school's staff has primary responsibility for dealing with students with serious discipline problems?

Counseling staff

School principal

Assistant principal

Dean of students

Someone else on the school's staff

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1G9LOWEST

Position: 4175 - 4176, Format: N2.

Variable Label: C1 A10 Whether school includes 8th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does [your school] include 8th grade or is 9th grade the lowest grade?

[your school] includes 8th grade

[your school]'s lowest grade is 9th grade

Note: Question wording and response options were customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1TRANSCNSL

Position: 4177 - 4178, Format: N2.

Variable Label: C1 A11A MS counselors meet with HS counselors to assist with student transition

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	7228	33.71
1	Yes	10052	46.88
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	44	0.21
TOTALS		21444	100.00

Variable Name: C1TRANSCRS

Position: 4179 - 4180, Format: N2.

Variable Label: C1 A11B HS counselors meet with 8th graders to select 9th grade courses

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	7983	37.23

1	Yes	9297	43.35
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	44	0.21
TOTALS		21444	100.00

Variable Name: C1TRANPRNT

Position: 4181 - 4182, Format: N2.

Variable Label: C1 A11C HS counselors present HS course/registration information to MS parents

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	3374	15.73
1	Yes	13906	64.85
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	44	0.21
TOTALS		21444	100.00

Variable Name: C1TRANPLCY

Position: 4183 - 4184, Format: N2.

Variable Label: C1 A11D HS counselors use placement policy to place students in grade 9 courses

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	8245	38.45
1	Yes	9035	42.13
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	44	0.21
TOTALS		21444	100.00

Variable Name: C1TRANPRES

Position: 4185 - 4186, Format: N2.

Variable Label: C1 A11E HS counselors present HS course/registration information to MS students

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	3434	16.01

1	Yes	13846	64.57
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	44	0.21
TOTALS		21444	100.00

Variable Name: C1TRANCOTH

Position: 4187 - 4188, Format: N2.

Variable Label: C1 A11F HS counselors assist students with transition from MS to HS in other way

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	12656	59.02
1	Yes	4624	21.56
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	44	0.21
TOTALS		21444	100.00

Variable Name: C1TRANNOT

Position: 4189 - 4190, Format: N2.

Variable Label: C1 A11G HS counselors do not assist students with transition from MS to HS

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	16957	79.08
1	Yes	323	1.51
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	44	0.21
TOTALS		21444	100.00

Variable Name: C1TRANSTUDPR

Position: 4191 - 4192, Format: N2.

Variable Label: C1 A12A HS students present information at MS to assist with student transition

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [your school]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	8924	41.62
1	Yes	8400	39.17
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1TRANSTFFPR

Position: 4193 - 4194, Format: N2.

Variable Label: C1 A12B HS staff present information at MS to assist with student transition

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	6682	31.16
1	Yes	10642	49.63
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1TRANVISIT

Position: 4195 - 4196, Format: N2.

Variable Label: C1 A12C Before school year MS students are invited to HS social event

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	5799	27.04
1	Yes	11525	53.74
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1TRANCLASS

Position: 4197 - 4198, Format: N2.

Variable Label: C1 A12D MS students attend regular classes at HS

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	15300	71.35
1	Yes	2024	9.44
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1TRANADMIN

Position: 4199 - 4200, Format: N2.

Variable Label: C1 A12E MS and HS administrators meet together on articulation and programs

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	9520	44.39
1	Yes	7804	36.39
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1TRANTCHRS

Position: 4201 - 4202, Format: N2.

Variable Label: C1 A12F MS and HS teachers meet together on courses and requirements

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	10538	49.14
1	Yes	6786	31.65
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1TRANBUDDY

Position: 4203 - 4204, Format: N2.

Variable Label: C1 A12G Buddy or big brother/sister programs pair new students with older ones

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	13365	62.33
1	Yes	3959	18.46
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1TRANLRNCOM

Position: 4205 - 4206, Format: N2.

Variable Label: C1 A12H 9th graders are placed in small learning communities/9th Grade Academies

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	12057	56.23
1	Yes	5267	24.56
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1TRANSUMMER

Position: 4207 - 4208, Format: N2.

Variable Label: C1 A12I Parents/students visit the HS during summer before students enter HS

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	6112	28.50
1	Yes	11212	52.29
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1TRANFALL

Position: 4209 - 4210, Format: N2.

Variable Label: C1 A12J Parents visit HS for orientation in fall after children have entered

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	6537	30.48
1	Yes	10787	50.30
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1TRANSOTH

Position: 4211 - 4212, Format: N2.

Variable Label: C1 A12K School assists with transition from MS to HS in some other way

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	11993	55.93
1	Yes	5331	24.86
-7	Item legitimate skip/NA	2181	10.17
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1TRANNONE

Position: 4213 - 4214, Format: N2.

Variable Label: C1 A12L School offers no assistance to students transitioning from MS to HS

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1PLAN

Position: 4215 - 4216, Format: N2.

Variable Label: C1 A13 Students are required to have a career or education plan

Variable Description:

- Are students in your high school required to have a career or education plan?

Yes, a combined career and education plan

Yes, a career plan only

Yes, an education plan only

Neither a career plan nor an education plan

Code	Value Label	Frequency	Percentage
1	Yes, a combined career/education plan	10751	50.14
2	Yes, a career plan only	289	1.35
3	Yes, an education plan only	4515	21.05
4	Neither a career plan nor education plan	3932	18.34
-8	Unit non-response/component not applicable	1939	9.04

-9	Missing	18	0.08
TOTALS		21444	100.00

Variable Name: C1PLANPARENT

Position: 4217 - 4218, Format: N2.

Variable Label: C1 A14 School shares students' career/education plans with their parents

Variable Description:

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

Yes

No

Note: Question wording was customized in the survey instrument based on whether the respondent previously indicated their school required students to have a combined career and education plan, a career plan only, or an education plan only.

Code	Value Label	Frequency	Percentage
0	No	1720	8.02
1	Yes	13768	64.20
-7	Item legitimate skip/NA	3932	18.34
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	85	0.40
TOTALS		21444	100.00

Variable Name: C1SIGNOFF

Position: 4219 - 4220, Format: N2.

Variable Label: C1 A15 School requires parents to sign off on students' career/education plans

Variable Description:

- Are parents or guardians required to sign off on students' [career and education/education/career] plans?

Yes

No

Note: Question wording was customized in the survey instrument based on whether the respondent previously indicated their school required students to have a combined career and education plan, a career plan only, or an education plan only.

Code	Value Label	Frequency	Percentage
0	No	6781	31.62
1	Yes	6901	32.18
-7	Item legitimate skip/NA	5652	26.36
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1TECHSUPPRT

Position: 4221 - 4222, Format: N2.

Variable Label: C1 B16A School supports students with technology/software to support curriculum

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	2060	9.61
1	Yes	17416	81.22
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	29	0.14
TOTALS		21444	100.00

Variable Name: C1STAFFENRCH

Position: 4223 - 4224, Format: N2.

Variable Label: C1 B16B School staff work with teachers to provide enrichment to students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1GIFTED

Position: 4225 - 4226, Format: N2.

Variable Label: C1 B16C Gifted students receive pull-out instruction during regular school day

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	16921	78.91
1	Yes	2555	11.91
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	29	0.14
TOTALS		21444	100.00

Variable Name: C1ENRICHMENT

Position: 4227 - 4228, Format: N2.

Variable Label: C1 B16D School supports high school students with enrichment experiences

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1APCOURSE

Position: 4229 - 4230, Format: N2.

Variable Label: C1 B16E School supports high school students with AP/college/university courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1SCHOLARSHP

Position: 4231 - 4232, Format: N2.

Variable Label: C1 B16F School supports HS students with scholarships for events/programs/class

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	10048	46.86
1	Yes	9428	43.97
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	29	0.14
TOTALS		21444	100.00

Variable Name: C1SUMMER

Position: 4233 - 4234, Format: N2.

Variable Label: C1 B16G School supports high school students with summer activities or programs

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage

0	No	8123	37.88
1	Yes	11353	52.94
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	29	0.14
TOTALS		21444	100.00

Variable Name: C1OTHSUPPORT

Position: 4235 - 4236, Format: N2.

Variable Label: C1 B16H School supports high school students in other ways

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	8306	38.73
1	Yes	11170	52.09
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	29	0.14
TOTALS		21444	100.00

Variable Name: C1NOSUPPORT

Position: 4237 - 4238, Format: N2.

Variable Label: C1 B16l School has no programs to support high school students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1GETAHEAD

Position: 4239 - 4240, Format: N2.

Variable Label: C1 B17 School offers summer enrichment courses that allow students to get ahead

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school offer summer school enrichment courses that allow students to get ahead academically? One example would be a geometry course that would allow students taking algebra in the 9th grade to take calculus in the 12th grade.

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1STRUGGLE

Position: 4241 - 4242, Format: N2.

Variable Label: C1 B18A School offers summer enrichment courses to struggling students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To whom does your school offer these summer school enrichment courses?

(Check all that apply.)

Struggling students

Average students

High achieving students

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1AVERAGE

Position: 4243 - 4244, Format: N2.

Variable Label: C1 B18B School offers summer enrichment courses to average students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To whom does your school offer these summer school enrichment courses?

(Check all that apply.)

Struggling students

Average students

High achieving students

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1HIGH

Position: 4245 - 4246, Format: N2.

Variable Label: C1 B18C School offers summer enrichment courses to high achieving students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To whom does your school offer these summer school enrichment courses?

(Check all that apply.)

Struggling students

Average students

High achieving students

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1TUTOR

Position: 4247 - 4248, Format: N2.

Variable Label: C1 B19A Tutoring during school day is available for students needing extra help

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1STAFF

Position: 4249 - 4250, Format: N2.

Variable Label: C1 B19B Staff work with teachers to provide extra help for students

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	6205	28.94
1	Yes	13300	62.02

-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1PULLOUT

Position: 4251 - 4252, Format: N2.

Variable Label: C1 B19C Pull-out instruction during school day for students needing extra help

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	12320	57.45
1	Yes	7185	33.51
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1CREDREC

Position: 4253 - 4254, Format: N2.

Variable Label: C1 B19D Off-track/day/evening/summer school credit recovery program is available

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	5474	25.53

1	Yes	14031	65.43
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1HOMEWORK

Position: 4255 - 4256, Format: N2.

Variable Label: C1 B19E Homework assistance program is available for students needing extra help

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	10648	49.65
1	Yes	8857	41.30
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1OUTSIDE

Position: 4257 - 4258, Format: N2.

Variable Label: C1 B19F Support outside the school day for students needing extra help

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage

0	No	2827	13.18
1	Yes	16678	77.77
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1OTHRASSIST

Position: 4259 - 4260, Format: N2.

Variable Label: C1 B19G School takes other steps to assist struggling high school students

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	10376	48.39
1	Yes	9129	42.57
-8	Unit non-response/component not applicable	1939	9.04
TOTALS		21444	100.00

Variable Name: C1NOASSIST

Position: 4261 - 4262, Format: N2.

Variable Label: C1 B19H School doesn't have any programs for students who need extra assistance

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1PURSUE

Position: 4263 - 4264, Format: N2.

Variable Label: C1 B20A School has program to encourage underrepresented student in math/science

Variable Description:

- Does your school have any formal programs to...

encourage underrepresented students to pursue mathematics or science?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	13459	62.76
1	Yes	5846	27.26
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	200	0.93
TOTALS		21444	100.00

Variable Name: C1INFORM

Position: 4265 - 4266, Format: N2.

Variable Label: C1 B20B School has program to inform parent about math/science higher ed/careers

Variable Description:

- Does your school have any formal programs to...

inform parents or guardians about mathematics or science higher education or career opportunities?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	11344	52.90
1	Yes	7922	36.94
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	239	1.11
TOTALS		21444	100.00

Variable Name: C1ENCCLG

Position: 4267 - 4268, Format: N2.

Variable Label: C1 B20C School has program to encourage student not considering college to do so

Variable Description:

- Does your school have any formal programs to...

encourage students who might not be considering college to do so?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	4679	21.82
1	Yes	14747	68.77
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	79	0.37
TOTALS		21444	100.00

Variable Name: C1INDEPSTUDY

Position: 4269 - 4270, Format: N2.

Variable Label: C1 B21A Courses not offered by school available through independent study

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1ONLINE

Position: 4271 - 4272, Format: N2.

Variable Label: C1 B21B Courses not offered by school available on-line

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	4122	19.22
1	Yes	15328	71.48
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	55	0.26
TOTALS		21444	100.00

Variable Name: C1OTHERHS

Position: 4273 - 4274, Format: N2.

Variable Label: C1 B21C Courses not offered by school available at other district high school

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	14302	66.69
1	Yes	5148	24.01
-8	Unit non-response/component not applicable	1939	9.04

-9	Missing	55	0.26
TOTALS		21444	100.00

Variable Name: C1TECH

Position: 4275 - 4276, Format: N2.

Variable Label: C1 B21D Courses not offered by school available at career/technical school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1COMCLG

Position: 4277 - 4278, Format: N2.

Variable Label: C1 B21D Courses not offered by school available at community college

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	4604	21.47
1	Yes	14846	69.23
-8	Unit non-response/component not applicable	1939	9.04

-9	Missing	55	0.26
TOTALS		21444	100.00

Variable Name: C14YRCLG

Position: 4279 - 4280, Format: N2.

Variable Label: C1 B21E Courses not offered by school available at 4-year college

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	9199	42.90
1	Yes	10251	47.80
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	55	0.26
TOTALS		21444	100.00

Variable Name: C1OTHERWAY

Position: 4281 - 4282, Format: N2.

Variable Label: C1 B21F Courses not offered by school available in some other way

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	16128	75.21

1	Yes	3322	15.49
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	55	0.26
TOTALS		21444	100.00

Variable Name: C1NOWAY

Position: 4283 - 4284, Format: N2.

Variable Label: C1 B21G School doesn't have any options for taking courses not offered by school

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	18672	87.07
1	Yes	778	3.63
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	55	0.26
TOTALS		21444	100.00

Variable Name: C1MCOMPTST

Position: 4285 - 4286, Format: N2.

Variable Label: C1 B22 School requires a mathematics competency test

Variable Description:

- Does your school require students to take a mathematics competency test such as an end-of-course exam, end-of-year high school proficiency exam, or exit exam?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	5839	27.23
1	Yes	13666	63.73
-8	Unit non-response/component not applicable	1939	9.04

TOTALS		21444	100.00

Variable Name: C1MRETAKE

Position: 4287 - 4288, Format: N2.

Variable Label: C1 B23A If fails math competency test may/must retake the test

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Retaking the test

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1MREMEDL

Position: 4289 - 4290, Format: N2.

Variable Label: C1 B23B If fails math competency test may/must take remedial class

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Taking remedial classes

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1MREPEAT

Position: 4291 - 4292, Format: N2.

Variable Label: C1 B23C If fails math competency test may/must repeat class

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Repeating classes

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1MTSTPREP

Position: 4293 - 4294, Format: N2.

Variable Label: C1 B23D If fails math competency test may/must take test preparation class

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Taking a test preparation class

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1MTUTOR

Position: 4295 - 4296, Format: N2.

Variable Label: C1 B23E If fails math competency test may/must receive tutoring

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Tutoring

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1MINDPRG

Position: 4297 - 4298, Format: N2.

Variable Label: C1 B23F If fails math competency test may/must have individualized program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Individualized academic program

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1MSUMSCH

Position: 4299 - 4300, Format: N2.

Variable Label: C1 B23G If fails math competency test may/must attend summer school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Summer school

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1MALTSCH

Position: 4301 - 4302, Format: N2.

Variable Label: C1 B23H If fails math competency test may/must be referred to alternative school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Referral to an alternative or continuing education school

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1DROPOUT

Position: 4303 - 4304, Format: N2.

Variable Label: C1 B24 School has a formal dropout prevention program for high school students

Variable Description:

- Does your school have a formal dropout prevention program for students in high school?

This may be a whole-school restructuring program or a targeted program that operates on a smaller scale within the school or community organization(s) and enrolls students identified as at risk of dropping out.

Yes

No

Code	Value Label	Frequency	Percentage
0	No	10689	49.85
1	Yes	8677	40.46
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	139	0.65
TOTALS		21444	100.00

Variable Name: C1ABSENTEE

Position: 4305 - 4306, Format: N2.

Variable Label: C1 B25A Recommended for dropout prevention program based on absentee record

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	1507	7.03
1	Yes	7159	33.38
-7	Item legitimate skip/NA	10689	49.85
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	150	0.70
TOTALS		21444	100.00

Variable Name: C1POORGRADES

Position: 4307 - 4308, Format: N2.

Variable Label: C1 B25B Recommended for dropout prevention program based on poor/failing grades

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	588	2.74

1	Yes	8078	37.67
-7	Item legitimate skip/NA	10689	49.85
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	150	0.70
TOTALS		21444	100.00

Variable Name: C1BEHIND

Position: 4309 - 4310, Format: N2.

Variable Label: C1 B25C Recommended for dropout prevention program if behind on credits

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	961	4.48
1	Yes	7705	35.93
-7	Item legitimate skip/NA	10689	49.85
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	150	0.70
TOTALS		21444	100.00

Variable Name: C1TCHREFER

Position: 4311 - 4312, Format: N2.

Variable Label: C1 B25D Recommended for dropout prevention program based on teacher's referral

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	2566	11.97
1	Yes	6100	28.45
-7	Item legitimate skip/NA	10689	49.85
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	150	0.70
TOTALS		21444	100.00

Variable Name: C1CNSLREFER

Position: 4313 - 4314, Format: N2.

Variable Label: C1 B25E Recommended for dropout prevention program based on counselor's referral

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	1233	5.75

1	Yes	7433	34.66
-7	Item legitimate skip/NA	10689	49.85
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	150	0.70
TOTALS		21444	100.00

Variable Name: C1PRNTREFER

Position: 4315 - 4316, Format: N2.

Variable Label: C1 B25F Recommended for dropout prevention program based on parental request

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	2024	9.44
1	Yes	6642	30.97
-7	Item legitimate skip/NA	10689	49.85
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	150	0.70
TOTALS		21444	100.00

Variable Name: C1STUDREQ

Position: 4317 - 4318, Format: N2.

Variable Label: C1 B25G Recommended for dropout prevention program based on student request

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	3093	14.42
1	Yes	5573	25.99
-7	Item legitimate skip/NA	10689	49.85
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	150	0.70
TOTALS		21444	100.00

Variable Name: C1DISCPROB

Position: 4319 - 4320, Format: N2.

Variable Label: C1 B25H Recommended for dropout prevention program based on disciplinary problem

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	2404	11.21

1	Yes	6262	29.20
-7	Item legitimate skip/NA	10689	49.85
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	150	0.70
TOTALS		21444	100.00

Variable Name: C1DOPREVOTHR

Position: 4321 - 4322, Format: N2.

Variable Label: C1 B25I Recommended for dropout prevention program based on another basis

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	7265	33.88
1	Yes	1401	6.53
-7	Item legitimate skip/NA	10689	49.85
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	150	0.70
TOTALS		21444	100.00

Variable Name: C1GEDPREP

Position: 4323 - 4324, Format: N2.

Variable Label: C1 B26 School has formal GED test preparation program on-site

Variable Description:

- Does your school have a formal program onsite that prepares students for the General Education Development (GED) Test?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	17335	80.84

1	Yes	1976	9.21
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	194	0.90
TOTALS		21444	100.00

Variable Name: C1CLGPREP

Position: 4325 - 4326, Format: N2.

Variable Label: C1 B27A School has counselor designated for college readiness/selection/apply

Variable Description:

- Does your school have one or more counselors whose primary responsibility is...

assisting students with college readiness, selection, and applications?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	7421	34.61
1	Yes	11972	55.83
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	112	0.52
TOTALS		21444	100.00

Variable Name: C1WORKFORCE

Position: 4327 - 4328, Format: N2.

Variable Label: C1 B27B School has counselor designated for workforce preparation/placement

Variable Description:

- Does your school have one or more counselors whose primary responsibility is...

assisting students with preparation for and placement into the workforce?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	14261	66.50
1	Yes	5077	23.68
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	167	0.78
TOTALS		21444	100.00

Variable Name: C1CLGFAIR

Position: 4329 - 4330, Format: N2.

Variable Label: C1 B28A School holds or participates in college fairs

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	1454	6.78
1	Yes	17966	83.78
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	85	0.40
TOTALS		21444	100.00

Variable Name: C1POSTSECREQ

Position: 4331 - 4332, Format: N2.

Variable Label: C1 B28B School consults with postsecondary reps about requirement/qualifications

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage

0	No	755	3.52
1	Yes	18665	87.04
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	85	0.40
TOTALS		21444	100.00

Variable Name: C1VISITCLG

Position: 4333 - 4334, Format: N2.

Variable Label: C1 B28C School organizes student visits to colleges

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	6505	30.33
1	Yes	12915	60.23
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	85	0.40
TOTALS		21444	100.00

Variable Name: C1UPBOUND

Position: 4335 - 4336, Format: N2.

Variable Label: C1 B28D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1INFOSESSN

Position: 4337 - 4338, Format: N2.

Variable Label: C1 B28E School holds info session on transition to college for students/parents

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	865	4.03
1	Yes	18555	86.53
-8	Unit non-response/component not applicable	1939	9.04

-9	Missing	85	0.40
TOTALS		21444	100.00

Variable Name: C1FINANCEAID

Position: 4339 - 4340, Format: N2.

Variable Label: C1 B28F School assists students with finding financial aid for college

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	1009	4.71
1	Yes	18411	85.86
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	85	0.40
TOTALS		21444	100.00

Variable Name: C1DUALENROLL

Position: 4341 - 4342, Format: N2.

Variable Label: C1 B28G School provides opportunities for dual/concurrent enrollment

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1BEHAVIOR

Position: 4343 - 4344, Format: N2.

Variable Label: C1 B28H School offers counseling curriculum for positive academic behaviors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1ASSISTOTH

Position: 4345 - 4346, Format: N2.

Variable Label: C1 B28I School takes other steps to assist with HS to college transition

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	12080	56.33
1	Yes	7340	34.23
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	85	0.40
TOTALS		21444	100.00

Variable Name: C1NOSTEPS

Position: 4347 - 4348, Format: N2.

Variable Label: C1 B28J School does not take any steps to assist with HS to college transition

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1CTE

Position: 4349 - 4350, Format: N2.

Variable Label: C1 B29 CTE or vocational-technical program offered

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is career technical education offered in your district on-site or off-site such as at an area vocational-technical school?

On-site only

Off-site only

On-site and off-site

Neither on-site nor off-site

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1CLUSTER

Position: 4351 - 4352, Format: N2.

Variable Label: C1 B30 Career Clusters/Pathways/Programs of Study (POS) offered

Variable Description:

- Are Career Clusters, Pathways, or Programs of Study (POS) offered to students in [your school]?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	5509	25.69
1	Yes	10910	50.88
-7	Item legitimate skip/NA	2872	13.39
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	214	1.00
TOTALS		21444	100.00

Variable Name: C1INDVCRS

Position: 4353 - 4354, Format: N2.

Variable Label: C1 B31 Student not enrolled in Career Clusters etc. may take course in program

Variable Description:

- Can high school students who are not enrolled in Career Clusters, Pathways, or Programs of Study (POS) take individual courses in these programs?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	1035	4.83
1	Yes	9706	45.26
-7	Item legitimate skip/NA	8381	39.08
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	383	1.79
TOTALS		21444	100.00

Variable Name: C1INTERN

Position: 4355 - 4356, Format: N2.

Variable Label: C1 B32A School offers internships with local employers

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work? (Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	10144	47.30
1	Yes	9190	42.86
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1JOBFAIR

Position: 4357 - 4358, Format: N2.

Variable Label: C1 B32B School offers job fairs

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	13341	62.21
1	Yes	5993	27.95
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1JOBGUIDE

Position: 4359 - 4360, Format: N2.

Variable Label: C1 B32C School offers career guides or skills assessments

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	12632	58.91
1	Yes	6702	31.25
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1EMPLOYER

Position: 4361 - 4362, Format: N2.

Variable Label: C1 B32D School offers school/classroom presentations by local employers

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	8489	39.59
1	Yes	10845	50.57
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1AWARENESS

Position: 4363 - 4364, Format: N2.

Variable Label: C1 B32E School offers career awareness activities

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	7215	33.65
1	Yes	12119	56.51
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1DECISION

Position: 4365 - 4366, Format: N2.

Variable Label: C1 B32F School offers courses in career decision making

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1CAREERUNIT

Position: 4367 - 4368, Format: N2.

Variable Label: C1 B32G School offers career information units in subject-matter courses

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	10916	50.90
1	Yes	8418	39.26
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1WORKSTUDY

Position: 4369 - 4370, Format: N2.

Variable Label: C1 B32H School offers exploratory work experience programs/co-op/workstudy/EBCE

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	9402	43.84
1	Yes	9932	46.32
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1CAREERDAY

Position: 4371 - 4372, Format: N2.

Variable Label: C1 B32I School offers career days or nights

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	10815	50.43
1	Yes	8519	39.73
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1ASSEMBLIES

Position: 4373 - 4374, Format: N2.

Variable Label: C1 B32J School offers vocational oriented assemblies and speakers in classes

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	10252	47.81
1	Yes	9082	42.35
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1VOCTECH

Position: 4375 - 4376, Format: N2.

Variable Label: C1 B32K School offers vocational-technical courses not part of formal program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1JOBVISIT

Position: 4377 - 4378, Format: N2.

Variable Label: C1 B32L School offers job site visits/field trips

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	10512	49.02
1	Yes	8822	41.14
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1JOBSHADOW

Position: 4379 - 4380, Format: N2.

Variable Label: C1 B32M School offers job shadowing

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	9835	45.86
1	Yes	9499	44.30
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1JOBSIM

Position: 4381 - 4382, Format: N2.

Variable Label: C1 B32N School offers simulations such as Singer or SRA Job experience kits

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1JOBTEST

Position: 4383 - 4384, Format: N2.

Variable Label: C1 B32O School offers tests for career planning purposes

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	5433	25.34
1	Yes	13901	64.82
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1JOBSKILLS

Position: 4385 - 4386, Format: N2.

Variable Label: C1 B32P School offers training in job seeking skills

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1JOBINFOCMP

Position: 4387 - 4388, Format: N2.

Variable Label: C1 B32Q School offers computerized career information resources

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	4387	20.46
1	Yes	14947	69.70
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1JOBINFONON

Position: 4389 - 4390, Format: N2.

Variable Label: C1 B32R School offers non-computerized career information resources

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	11705	54.58
1	Yes	7629	35.58
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1HSTOWRKOTH

Position: 4391 - 4392, Format: N2.

Variable Label: C1 B32S School assists students with transition from HS to work in other ways

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	14028	65.42
1	Yes	5306	24.74
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1HSTOWORKNO

Position: 4393 - 4394, Format: N2.

Variable Label: C1 B32T School doesn't assist students with transition from high school to work

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	18845	87.88
1	Yes	489	2.28
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	171	0.80
TOTALS		21444	100.00

Variable Name: C1G9MSAME

Position: 4395 - 4396, Format: N2.

Variable Label: C1 C01 All 9th graders are placed in the same math course

Variable Description:

- Are all 9th grade students in your school placed in the same mathematics course while in the 9th grade?

If all 9th grade students are placed in the same math course (such as Algebra I or Geometry), but with different teachers or different class periods, please answer 'yes.'

Yes

No

Code	Value Label	Frequency	Percentage
0	No	15803	73.69
1	Yes	3616	16.86
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	86	0.40
TOTALS		21444	100.00

Variable Name: C1G9MMSCNSL

Position: 4397 - 4398, Format: N2.

Variable Label: C1 C02A Importance of MS counselor recommendation for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Middle school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	2710	12.64
2	A little important	3194	14.89
3	Somewhat important	5475	25.53
4	Very important	3744	17.46
-7	Item legitimate skip/NA	3616	16.86
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	766	3.57
TOTALS		21444	100.00

Variable Name: C1G9MHSCNSL

Position: 4399 - 4400, Format: N2.

Variable Label: C1 C02B Importance of HS counselor recommendation for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

High school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	3407	15.89
2	A little important	3580	16.69
3	Somewhat important	5119	23.87
4	Very important	2925	13.64
-7	Item legitimate skip/NA	3616	16.86
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	858	4.00
TOTALS		21444	100.00

Variable Name: C1G9MMSTCHR

Position: 4401 - 4402, Format: N2.

Variable Label: C1 C02C Importance of MS teacher recommendation for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Middle school teacher recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	593	2.77
2	A little important	1322	6.16
3	Somewhat important	4007	18.69
4	Very important	9586	44.70
-7	Item legitimate skip/NA	3616	16.86
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	381	1.78
TOTALS		21444	100.00

Variable Name: C1G9MMSCOURS

Position: 4403 - 4404, Format: N2.

Variable Label: C1 C02D Importance of courses taken in MS for 9th grade math placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Courses taken in middle school

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
2	Not at all important or a little important	777	3.62
3	Somewhat important	3350	15.62
4	Very important	11492	53.59
-7	Item legitimate skip/NA	3616	16.86
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	270	1.26
TOTALS		21444	100.00

Variable Name: C1G9MMSACHV

Position: 4405 - 4406, Format: N2.

Variable Label: C1 C02E Importance of achievement in MS courses for 9th grade math placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Achievement in middle school courses

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
2	Not at all important or a little important	726	3.39
3	Somewhat important	2966	13.83
4	Very important	11792	54.99
-7	Item legitimate skip/NA	3616	16.86
-8	Unit non-response/component not applicable	1939	9.04

-9	Missing	405	1.89
TOTALS		21444	100.00

Variable Name: C1G9MENDTST

Position: 4407 - 4408, Format: N2.

Variable Label: C1 C02F Importance of end-of-year/course test for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Results of district or state end-of-year or end-of-course exams

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	2537	11.83
2	A little important	1937	9.03
3	Somewhat important	4407	20.55
4	Very important	6219	29.00
-7	Item legitimate skip/NA	3616	16.86
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	789	3.68
TOTALS		21444	100.00

Variable Name: C1G9MPLACTST

Position: 4409 - 4410, Format: N2.

Variable Label: C1 C02G Importance of placement tests for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	2269	10.58
2	A little important	1441	6.72
3	Somewhat important	3940	18.37

4	Very important	7367	34.35
-7	Item legitimate skip/NA	3616	16.86
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	872	4.07
TOTALS		21444	100.00

Variable Name: C1G9MSTNDTST

Position: 4411 - 4412, Format: N2.

Variable Label: C1 C02H Importance of standardized tests for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Results of standardized tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	1091	5.09
2	A little important	1564	7.29
3	Somewhat important	4967	23.16
4	Very important	7926	36.96
-7	Item legitimate skip/NA	3616	16.86
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	341	1.59
TOTALS		21444	100.00

Variable Name: C1G9MPLAN

Position: 4413 - 4414, Format: N2.

Variable Label: C1 C02I Importance of career/education plan for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Student career or education plan

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage

1	Not at all important	3679	17.16
2	A little important	3517	16.40
3	Somewhat important	5366	25.02
4	Very important	2406	11.22
-7	Item legitimate skip/NA	3616	16.86
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	921	4.29
TOTALS		21444	100.00

Variable Name: C1G9MSELECT

Position: 4415 - 4416, Format: N2.

Variable Label: C1 C02J Importance of student/parent choice for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	749	3.49
2	A little important	2869	13.38
3	Somewhat important	6681	31.16
4	Very important	5155	24.04
-7	Item legitimate skip/NA	3616	16.86
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	435	2.03
TOTALS		21444	100.00

Variable Name: C1UPPERMSAME

Position: 4417 - 4418, Format: N2.

Variable Label: C1 C03 After grade 9 all students in same grade placed in same math course

Variable Description:

- After 9th grade, are all high school students within the same grade placed in the same mathematics course?

If all students within a grade (10, 11, or 12) are placed in the same math course, but with different teachers or different class periods please answer 'yes.'

Yes

No

Code	Value Label	Frequency	Percentage
0	No	17247	80.43
1	Yes	2172	10.13
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	86	0.40
TOTALS		21444	100.00

Variable Name: C1UPMGRADES

Position: 4419 - 4420, Format: N2.

Variable Label: C1 C04A Importance of prior grades for 10th to 12th grade math placement

Comment: "Not at all important" and "A little important" recoded as "Not at all important, a little important, or somewhat important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Prior grades including grades from a prerequisite class

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
3	Not at all important, a little important, or somewhat important	2437	11.36
4	Very important	14737	68.72
-7	Item legitimate skip/NA	2172	10.13
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	159	0.74
TOTALS		21444	100.00

Variable Name: C1UPMPLACTST

Position: 4421 - 4422, Format: N2.

Variable Label: C1 C04B Importance of placement tests for 10th to 12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	3290	15.34
2	A little important	2398	11.18
3	Somewhat important	5619	26.20
4	Very important	5058	23.59
-7	Item legitimate skip/NA	2172	10.13
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	968	4.51
TOTALS		21444	100.00

Variable Name: C1UPMTCHR

Position: 4423 - 4424, Format: N2.

Variable Label: C1 C04C Importance of teacher's recommendation for 10-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Previous year's teacher recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	326	1.52
2	A little important	890	4.15
3	Somewhat important	4551	21.22
4	Very important	11252	52.47
-7	Item legitimate skip/NA	2172	10.13

-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	314	1.46
TOTALS		21444	100.00

Variable Name: C1UPMSELECT

Position: 4425 - 4426, Format: N2.

Variable Label: C1 C04D Importance of student/parent choice for 10th-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	497	2.32
2	A little important	2430	11.33
3	Somewhat important	7593	35.41
4	Very important	6423	29.95
-7	Item legitimate skip/NA	2172	10.13
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	390	1.82
TOTALS		21444	100.00

Variable Name: C1UPMPLAN

Position: 4427 - 4428, Format: N2.

Variable Label: C1 C04E Importance of career/education plan for 10th-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Student career or education plan

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	1928	8.99
2	A little important	2434	11.35

3	Somewhat important	7420	34.60
4	Very important	4906	22.88
-7	Item legitimate skip/NA	2172	10.13
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	645	3.01
TOTALS		21444	100.00

Variable Name: C1UPMSCHED

Position: 4429 - 4430, Format: N2.

Variable Label: C1 C04F Importance of master schedule for 10th to 12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Master schedule considerations

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	5770	26.91
2	A little important	4421	20.62
3	Somewhat important	4508	21.02
4	Very important	1786	8.33
-7	Item legitimate skip/NA	2172	10.13
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	848	3.95
TOTALS		21444	100.00

Variable Name: C1G9SSAME

Position: 4431 - 4432, Format: N2.

Variable Label: C1 C05 All 9th graders are placed in the same science course

Variable Description:

- Are all 9th grade students in your school placed in the same science course while in the 9th grade?

If all 9th grade students are placed in the same science course (such as Biology I or Earth Science), but with different teachers or different class periods, please answer 'yes.'

Yes

No

Code	Value Label	Frequency	Percentage

0	No	10247	47.78
1	Yes	9172	42.77
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	86	0.40
TOTALS		21444	100.00

Variable Name: C1G9SMSCNSL

Position: 4433 - 4434, Format: N2.

Variable Label: C1 C06A Importance of MS counselor recommendation for grade 9 science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Middle school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	1900	8.86
2	A little important	2272	10.60
3	Somewhat important	3598	16.78
4	Very important	2085	9.72
-7	Item legitimate skip/NA	9172	42.77
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	478	2.23
TOTALS		21444	100.00

Variable Name: C1G9SHSCNSL

Position: 4435 - 4436, Format: N2.

Variable Label: C1 C06B Importance of HS counselor recommendation for grade 9 science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

High school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage

1	Not at all important	2380	11.10
2	A little important	2372	11.06
3	Somewhat important	3074	14.34
4	Very important	1753	8.17
-7	Item legitimate skip/NA	9172	42.77
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	754	3.52
TOTALS		21444	100.00

Variable Name: C1G9SMSTCHR

Position: 4437 - 4438, Format: N2.

Variable Label: C1 C06C Importance of MS teacher recommendation for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Middle school teacher recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	702	3.27
2	A little important	1100	5.13
3	Somewhat important	2999	13.99
4	Very important	5195	24.23
-7	Item legitimate skip/NA	9172	42.77
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	337	1.57
TOTALS		21444	100.00

Variable Name: C1G9SMSCOURS

Position: 4439 - 4440, Format: N2.

Variable Label: C1 C06D Importance of courses taken in MS for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Courses taken in middle school

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	1044	4.87
2	A little important	932	4.35
3	Somewhat important	2921	13.62
4	Very important	5184	24.17
-7	Item legitimate skip/NA	9172	42.77
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	252	1.18
TOTALS		21444	100.00

Variable Name: C1G9SMSACHV

Position: 4441 - 4442, Format: N2.

Variable Label: C1 C06E Importance of achievement in MS courses for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Achievement in middle school courses

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	322	1.50
2	A little important	612	2.85
3	Somewhat important	2632	12.27
4	Very important	6479	30.21
-7	Item legitimate skip/NA	9172	42.77

-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	288	1.34
TOTALS		21444	100.00

Variable Name: C1G9SENDTST

Position: 4443 - 4444, Format: N2.

Variable Label: C1 C06F Importance of end-of-year/course test for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Results of district or state end-of-year or end-of-course exams

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	2256	10.52
2	A little important	1651	7.70
3	Somewhat important	2688	12.53
4	Very important	3173	14.80
-7	Item legitimate skip/NA	9172	42.77
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	565	2.63
TOTALS		21444	100.00

Variable Name: C1G9SPLACTST

Position: 4445 - 4446, Format: N2.

Variable Label: C1 C06G Importance of placement tests for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	2116	9.87
2	A little important	1277	5.96

3	Somewhat important	2553	11.91
4	Very important	3820	17.81
-7	Item legitimate skip/NA	9172	42.77
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	567	2.64
TOTALS		21444	100.00

Variable Name: C1G9SSTNDTST

Position: 4447 - 4448, Format: N2.

Variable Label: C1 C06H Importance of standardized tests for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Results of standardized tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	1415	6.60
2	A little important	1232	5.75
3	Somewhat important	3134	14.61
4	Very important	4234	19.74
-7	Item legitimate skip/NA	9172	42.77
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	318	1.48
TOTALS		21444	100.00

Variable Name: C1G9SPLAN

Position: 4449 - 4450, Format: N2.

Variable Label: C1 C06I Importance of career/education plan for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Student career or education plan

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	2013	9.39
2	A little important	2523	11.77
3	Somewhat important	3280	15.30
4	Very important	1931	9.00
-7	Item legitimate skip/NA	9172	42.77
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	586	2.73
TOTALS		21444	100.00

Variable Name: C1G9SSELECT

Position: 4451 - 4452, Format: N2.

Variable Label: C1 C06J Importance of student/parent choice for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	314	1.46
2	A little important	1839	8.58
3	Somewhat important	4231	19.73
4	Very important	3598	16.78
-7	Item legitimate skip/NA	9172	42.77
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	351	1.64
TOTALS		21444	100.00

Variable Name: C1UPPERSSAME

Position: 4453 - 4454, Format: N2.

Variable Label: C1 C07 After grade 9 all students in same grade placed in same science course

Variable Description:

- After 9th grade, are all high school students within the same grade placed in the same science course?

If all students within a grade (10, 11, or 12) are placed in the same science course, but with different teachers or different class periods please answer 'yes.'

Yes

No

Code	Value Label	Frequency	Percentage
0	No	15304	71.37
1	Yes	4115	19.19
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	86	0.40
TOTALS		21444	100.00

Variable Name: C1UPSGRADES

Position: 4455 - 4456, Format: N2.

Variable Label: C1 C08A Importance of prior grades for 10th to 12th grade science placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Prior grades including grades from a prerequisite class

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
2	Not at all important or a little important	287	1.34
3	Somewhat important	2735	12.75
4	Very important	12155	56.68
-7	Item legitimate skip/NA	4115	19.19
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	213	0.99
TOTALS		21444	100.00

Variable Name: C1UPSPLACTST

Position: 4457 - 4458, Format: N2.

Variable Label: C1 C08B Importance of placement tests for 10th to 12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	3954	18.44
2	A little important	2468	11.51
3	Somewhat important	4585	21.38
4	Very important	3593	16.76
-7	Item legitimate skip/NA	4115	19.19
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	790	3.68
TOTALS		21444	100.00

Variable Name: C1UPSTCHR

Position: 4459 - 4460, Format: N2.

Variable Label: C1 C08C Importance of teacher's recommendation for 10th-12th science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Previous year's teacher recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	372	1.73
2	A little important	1264	5.89
3	Somewhat important	4580	21.36
4	Very important	8910	41.55
-7	Item legitimate skip/NA	4115	19.19

-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	264	1.23
TOTALS		21444	100.00

Variable Name: C1UPSSELECT

Position: 4461 - 4462, Format: N2.

Variable Label: C1 C08D Importance of student/parent choice for 10-12th grade science placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
2	Not at all important or a little important	1766	8.24
3	Somewhat important	6460	30.12
4	Very important	6836	31.88
-7	Item legitimate skip/NA	4115	19.19
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	328	1.53
TOTALS		21444	100.00

Variable Name: C1UPSPLAN

Position: 4463 - 4464, Format: N2.

Variable Label: C1 C08E Importance of career/education plan for 10-12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Student career or education plan

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	1128	5.26
2	A little important	1916	8.93

3	Somewhat important	6716	31.32
4	Very important	5168	24.10
-7	Item legitimate skip/NA	4115	19.19
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	462	2.15
TOTALS		21444	100.00

Variable Name: C1UPSSCHED

Position: 4465 - 4466, Format: N2.

Variable Label: C1 C08F Importance of master schedule for 10th to 12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Master schedule considerations

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	3997	18.64
2	A little important	4382	20.43
3	Somewhat important	4590	21.40
4	Very important	1789	8.34
-7	Item legitimate skip/NA	4115	19.19
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	632	2.95
TOTALS		21444	100.00

Variable Name: C1TTEACHING

Position: 4467 - 4468, Format: N2.

Variable Label: C1 D01A Teachers in this school set high standards for teaching

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

set high standards for teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	9538	44.48
2	Agree	8975	41.85
3	Disagree or strongly disagree	868	4.05
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	124	0.58
TOTALS		21444	100.00

Variable Name: C1TLEARNING

Position: 4469 - 4470, Format: N2.

Variable Label: C1 D01B Teachers in this school set high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school... set high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	9806	45.73
2	Agree	8625	40.22
3	Disagree or strongly disagree	940	4.38
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	134	0.62
TOTALS		21444	100.00

Variable Name: C1TBELIEVE

Position: 4471 - 4472, Format: N2.

Variable Label: C1 D01C Teachers in this school believe all students can do well

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school... believe all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	4443	20.72
2	Agree	11520	53.72
3	Disagree	3022	14.09
4	Strongly disagree	312	1.45
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	208	0.97
TOTALS		21444	100.00

Variable Name: C1TGIVEUP

Position: 4473 - 4474, Format: N2.

Variable Label: C1 D01D Teachers in this school have given up on some students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school... have given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	880	4.10
2	Agree	8287	38.64
3	Disagree	7525	35.09
4	Strongly disagree	2501	11.66
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	312	1.45
TOTALS		21444	100.00

Variable Name: C1TCARE

Position: 4475 - 4476, Format: N2.

Variable Label: C1 D01E Teachers in this school care only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school... care only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	1148	5.35
3	Disagree	10298	48.02
4	Strongly disagree	7743	36.11
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	316	1.47
TOTALS		21444	100.00

Variable Name: C1TEXPECT

Position: 4477 - 4478, Format: N2.

Variable Label: C1 D01F Teachers in this school expect very little from students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school... expect very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	258	1.20
2	Agree	920	4.29
3	Disagree	8523	39.75
4	Strongly disagree	9511	44.35
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	293	1.37

TOTALS		21444	100.00

Variable Name: C1TWORKHARD

Position: 4479 - 4480, Format: N2.

Variable Label: C1 D01G Teachers in this school work hard to make sure all students learn

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school... work hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	6995	32.62
2	Agree	10772	50.23
3	Disagree	1345	6.27
4	Strongly disagree	244	1.14
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	149	0.69
TOTALS		21444	100.00

Variable Name: C1CLEARNING

Position: 4481 - 4482, Format: N2.

Variable Label: C1 D02A Counselors in this school set high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school... set high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	11227	52.35
2	Agree	7761	36.19
3	Disagree or strongly disagree	267	1.25
-8	Unit non-response/component not applicable	1939	9.04

-9	Missing	250	1.17
TOTALS		21444	100.00

Variable Name: C1CBELIEVE

Position: 4483 - 4484, Format: N2.

Variable Label: C1 D02B Counselors in this school believe all students can do well

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school... believe all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	10099	47.09
2	Agree	8599	40.10
3	Disagree or strongly disagree	537	2.50
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	270	1.26
TOTALS		21444	100.00

Variable Name: C1CGIVEUP

Position: 4485 - 4486, Format: N2.

Variable Label: C1 D02C Counselors in this school have given up on some students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school... have given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	2770	12.92
3	Disagree	8290	38.66
4	Strongly disagree	8157	38.04
-8	Unit non-response/component not applicable	1939	9.04

-9	Missing	288	1.34
TOTALS		21444	100.00

Variable Name: C1CCARE

Position: 4487 - 4488, Format: N2.

Variable Label: C1 D02D Counselors in this school care only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school... care only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	348	1.62
3	Disagree	5643	26.32
4	Strongly disagree	13214	61.62
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	300	1.40
TOTALS		21444	100.00

Variable Name: C1CEXPECT

Position: 4489 - 4490, Format: N2.

Variable Label: C1 D02E Counselors in this school expect very little from students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school... expect very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	374	1.74
3	Disagree	6375	29.73
4	Strongly disagree	12482	58.21
-8	Unit non-response/component not applicable	1939	9.04

-9	Missing	274	1.28
TOTALS		21444	100.00

Variable Name: C1CWORKHARD

Position: 4491 - 4492, Format: N2.

Variable Label: C1 D02F Counselors in this school work hard to make sure all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school... work hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	10000	46.63
2	Agree	8531	39.78
3	Disagree or strongly disagree	669	3.12
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	305	1.42
TOTALS		21444	100.00

Variable Name: C1PLEARNING

Position: 4493 - 4494, Format: N2.

Variable Label: C1 D03A Principal in this school sets high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school... sets high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	12596	58.74
2	Agree	6017	28.06
3	Disagree or strongly disagree	450	2.10
-8	Unit non-response/component not applicable	1939	9.04

-9	Missing	442	2.06
TOTALS		21444	100.00

Variable Name: C1PBELIEVE

Position: 4495 - 4496, Format: N2.

Variable Label: C1 D03B Principal in this school believes all students can do well

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school... believes all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	9687	45.17
2	Agree	8742	40.77
3	Disagree or strongly disagree	613	2.86
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	463	2.16
TOTALS		21444	100.00

Variable Name: C1PGIVEUP

Position: 4497 - 4498, Format: N2.

Variable Label: C1 D03C Principal in this school has given up on some students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school... has given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	284	1.32
2	Agree	2716	12.67
3	Disagree	7864	36.67
4	Strongly disagree	8109	37.81

-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	532	2.48
TOTALS		21444	100.00

Variable Name: C1PCARE

Position: 4499 - 4500, Format: N2.

Variable Label: C1 D03D Principal in this school cares only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school... cares only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	650	3.03
3	Disagree	6675	31.13
4	Strongly disagree	11743	54.76
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	437	2.04
TOTALS		21444	100.00

Variable Name: C1PEXPECT

Position: 4501 - 4502, Format: N2.

Variable Label: C1 D03E Principal in this school expects very little from students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school... expects very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	358	1.67
3	Disagree	6739	31.43
4	Strongly disagree	11860	55.31

-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	548	2.56
TOTALS		21444	100.00

Variable Name: C1PWORKHARD

Position: 4503 - 4504, Format: N2.

Variable Label: C1 D03F Principal in this school works hard to make sure all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

works hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	11157	52.03
2	Agree	6981	32.55
3	Disagree or strongly disagree	942	4.39
-8	Unit non-response/component not applicable	1939	9.04
-9	Missing	425	1.98
TOTALS		21444	100.00

Variable Name: C1YRSK12

Position: 4505 - 4506, Format: N2.

Variable Label: C1 D04A Years as a school counselor for any grade K-12

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Counting this school year, how many years have you been a school counselor...

for any grades K through 12?

for any high school grades 9 through 12?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1YRS912

Position: 4507 - 4508, Format: N2.

Variable Label: C1 D04B Years as a school counselor for grades 9-12

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Counting this school year, how many years have you been a school counselor...

for any grades K through 12?

for any high school grades 9 through 12?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1HIDEG

Position: 4509 - 4510, Format: N2.

Variable Label: C1 D05 Counselor's highest degree earned

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the highest degree you have earned?

Associate's degree

Bachelor's degree

Master's degree

Educational specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

You do not have a degree

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1HIMAJV

Position: 4511 - 4550, Format: A40

Variable Label: C1 D06A Counselor's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00

TOTALS		21444	100.00

Variable Name: C1HIMAJ6

Position: 4551 - 4557, Format: A7

Variable Label: C1 D06C Counselor's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1HIMAJ2

Position: 4558 - 4559, Format: N2.

Variable Label: C1 D06B Counselor's major for highest level of education 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1BAMAJV

Position: 4560 - 4599, Format: A40

Variable Label: C1 D07A Counselor's major for Bachelor's degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: C1BAMAJV was logically imputed to C1HIMAJV for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00

TOTALS		21444	100.00

Variable Name: C1BAMAJ6

Position: 4600 - 4606, Format: A7

Variable Label: C1 D07C Counselor's major for Bachelor's degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: C1BAMAJ6 was logically imputed to C1HIMAJ6 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1BAMAJ2

Position: 4607 - 4608, Format: N2.

Variable Label: C1 D07B Counselor's major for Bachelor's degree 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: C1BAMAJ2 was logically imputed to C1HIMAJ2 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1INCDEG

Position: 4609 - 4610, Format: N2.

Variable Label: C1 D08 Counselor has started but not completed more advanced degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Have you started, but not completed, any work on a degree beyond [highest degree earned]?

(If you have started more than one of the degrees listed below, please select the higher degree.)

No, have not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'; response options were conditionally displayed based on respondent's actual highest degree earned.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: C1ENTRY

Position: 4611 - 4612, Format: N2.

Variable Label: C1 D09 How counselor entered the school counseling profession

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following best describes your entry into the school counseling profession?

You became a school counselor immediately after earning your Bachelor's degree

You entered graduate school directly after earning your Bachelor's degree and then became a school counselor immediately after graduate school

You were a teacher prior to becoming a school counselor

You were in another education-related profession prior to becoming a school counselor

You were another type of counselor

You were in a noneducation-related profession prior to becoming a school counselor

Other

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMTH1

Position: 4613 - 4619, Format: N7.4

Variable Label: X1 Mathematics theta score - multiple imputation value 1 of 5

Variable Description:

- Mathematics theta score multiple imputation value (1 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X1TXMTH. The standardized form of the theta score is X1TXMTSCOR.

Code	Value Label	Frequency	Percentage
C	-2.6802 - 3.125	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMTH2

Position: 4620 - 4626, Format: N7.4

Variable Label: X1 Mathematics theta score - multiple imputation value 2 of 5

Variable Description:

- Mathematics theta score multiple imputation value (2 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X1TXMTH. The standardized form of the theta score is X1TXMTSCOR.

Code	Value Label	Frequency	Percentage
C	-2.8562 - 3.0283	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMTH3

Position: 4627 - 4633, Format: N7.4

Variable Label: X1 Mathematics theta score - multiple imputation value 3 of 5

Variable Description:

- Mathematics theta score multiple imputation value (3 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X1TXMTH. The standardized form of the theta score is X1TXMTSCOR.

Code	Value Label	Frequency	Percentage

C	-2.9617 - 3.0283	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMTH4

Position: 4634 - 4640, Format: N7.4

Variable Label: X1 Mathematics theta score - multiple imputation value 4 of 5

Variable Description:

- Mathematics theta score multiple imputation value (4 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X1TXMTH. The standardized form of the theta score is X1TXMTSCOR.

Code	Value Label	Frequency	Percentage
C	-2.5751 - 3.0283	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMTH5

Position: 4641 - 4647, Format: N7.4

Variable Label: X1 Mathematics theta score - multiple imputation value 5 of 5

Variable Description:

- Mathematics theta score multiple imputation value (5 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X1TXMTH. The standardized form of the theta score is X1TXMTSCOR.

Code	Value Label	Frequency	Percentage
C	-2.8423 - 3.0974	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMSEM1

Position: 4648 - 4653, Format: N6.4

Variable Label: X1 Mathematics standard error of measurement - multiple imputation value 1 of 5

Variable Description:

- Mathematics standard error of measurement multiple imputation value (1 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X1TXMSEM.

Code	Value Label	Frequency	Percentage
C	0.1294 - 0.6151	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMSEM2

Position: 4654 - 4659, Format: N6.4

Variable Label: X1 Mathematics standard error of measurement - multiple imputation value 2 of 5

Variable Description:

- Mathematics standard error of measurement multiple imputation value (2 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X1TXMSEM.

Code	Value Label	Frequency	Percentage
C	0.1438 - 0.6151	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMSEM3

Position: 4660 - 4665, Format: N6.4

Variable Label: X1 Mathematics standard error of measurement - multiple imputation value 3 of 5

Variable Description:

- Mathematics standard error of measurement multiple imputation value (3 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X1TXMSEM.

Code	Value Label	Frequency	Percentage
C	0.1241 - 0.6151	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMSEM4

Position: 4666 - 4671, Format: N6.4

Variable Label: X1 Mathematics standard error of measurement - multiple imputation value 4 of 5

Variable Description:

- Mathematics standard error of measurement multiple imputation value (4 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X1TXMSEM.

Code	Value Label	Frequency	Percentage
C	0.1239 - 0.6151	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMSEM5

Position: 4672 - 4677, Format: N6.4

Variable Label: X1 Mathematics standard error of measurement - multiple imputation value 5 of 5

Variable Description:

- Mathematics standard error of measurement multiple imputation value (5 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X1TXMSEM.

Code	Value Label	Frequency	Percentage
C	0.1501 - 0.6151	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SES1

Position: 4678 - 4684, Format: N7.4

Variable Label: X1 Socio-economic status composite - multiple imputation value 1 of 5

Variable Description:

- This variables contain the imputed value (1 of 5) for X1SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES is the mean of X1SES1-X1SES5 and X1SES_IM=1.

Code	Value Label	Frequency	Percentage
C	-3.5332 - 2.8807	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SES2

Position: 4685 - 4691, Format: N7.4

Variable Label: X1 Socio-economic status composite - multiple imputation value 2 of 5

Variable Description:

- This variables contain the imputed value (2 of 5) for X1SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES is the mean of X1SES1-X1SES5 and X1SES_IM=1.

Code	Value Label	Frequency	Percentage
C	-2.8885 - 2.8807	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SES3

Position: 4692 - 4698, Format: N7.4

Variable Label: X1 Socio-economic status composite - multiple imputation value 3 of 5

Variable Description:

- This variables contain the imputed value (3 of 5) for X1SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES is the mean of X1SES1-X1SES5 and X1SES_IM=1.

Code	Value Label	Frequency	Percentage
C	-2.7627 - 2.9454	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SES4

Position: 4699 - 4705, Format: N7.4

Variable Label: X1 Socio-economic status composite - multiple imputation value 4 of 5

Variable Description:

- This variables contain the imputed value (4 of 5) for X1SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES is the mean of X1SES1-X1SES5 and X1SES_IM=1.

Code	Value Label	Frequency	Percentage
C	-2.9776 - 2.8807	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SES5

Position: 4706 - 4712, Format: N7.4

Variable Label: X1 Socio-economic status composite - multiple imputation value 5 of 5

Variable Description:

- This variables contain the imputed value (5 of 5) for X1SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES is the mean of X1SES1-X1SES5 and X1SES_IM=1.

Code	Value Label	Frequency	Percentage
C	-3.0384 - 2.8807	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SES1_U

Position: 4713 - 4719, Format: N7.4

Variable Label: X1 SES derived with locale (urbanicity) - multiple imputation value 1 of 5

Variable Description:

- This variable contain the imputed values (1 of 5) for X1SES_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES_U is the mean of X1SES1_U-X1SES5_U and X1SES_IM=1.

Code	Value Label	Frequency	Percentage

C	-3.5871 - 2.9783	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SES2_U

Position: 4720 - 4726, Format: N7.4

Variable Label: X1 SES derived with locale (urbanicity) - multiple imputation value 2 of 5

Variable Description:

- This variable contain the imputed values (2 of 5) for X1SES_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES_U is the mean of X1SES1_U-X1SES5_U and X1SES_IM=1.

Code	Value Label	Frequency	Percentage
C	-2.9352 - 2.9783	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SES3_U

Position: 4727 - 4733, Format: N7.4

Variable Label: X1 SES derived with locale (urbanicity) - multiple imputation value 3 of 5

Variable Description:

- This variable contain the imputed values (3 of 5) for X1SES_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES_U is the mean of X1SES1_U-X1SES5_U and X1SES_IM=1.

Code	Value Label	Frequency	Percentage
C	-2.7965 - 2.9821	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SES4_U

Position: 4734 - 4740, Format: N7.4

Variable Label: X1 SES derived with locale (urbanicity) - multiple imputation value 4 of 5

Variable Description:

- This variable contain the imputed values (4 of 5) for X1SES_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES_U is the mean of X1SES1_U-X1SES5_U and X1SES_IM=1.

Code	Value Label	Frequency	Percentage
C	-2.9769 - 2.9783	21444	100.00
TOTALS		21444	100.00

Variable Name: X1SES5_U

Position: 4741 - 4747, Format: N7.4

Variable Label: X1 SES derived with locale (urbanicity) - multiple imputation value 5 of 5

Variable Description:

- This variable contain the imputed values (5 of 5) for X1SES_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES_U is the mean of X1SES1_U-X1SES5_U and X1SES_IM=1.

Code	Value Label	Frequency	Percentage
C	-3.0427 - 2.9783	21444	100.00
TOTALS		21444	100.00

Variable Name: X1TXMATH_IM

Position: 4748 - 4749, Format: N2.

Variable Label: X1 Imputation flag for X1TXM math scores

Variable Description:

- Flag indicating whether the variable X1TXMTH was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	20781	96.91
1	Imputed	663	3.09
TOTALS		21444	100.00

Variable Name: X1SEX_IM

Position: 4750 - 4751, Format: N2.

Variable Label: X1 Imputation flag for X1SEX

Variable Description:

- Flag indicating whether the variable X1SEX was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1RACE_IM

Position: 4752 - 4753, Format: N2.

Variable Label: X1 Imputation flag for X1RACE

Variable Description:

- Flag indicating whether the variable X1RACE was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21423	99.90

1	Imputed	21	0.10
TOTALS		21444	100.00

Variable Name: X1HISPAN_IM

Position: 4754 - 4755, Format: N2.

Variable Label: X1 Imputation flag for X1HISPANIC

Variable Description:

- Flag indicating whether the variable X1HISPANIC was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21429	99.93
1	Imputed	15	0.07
TOTALS		21444	100.00

Variable Name: X1NATIVEL_IM

Position: 4756 - 4757, Format: N2.

Variable Label: X1 Imputation flag for X1NATIVELANG

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Flag indicating whether the variable X1NATIVELANG was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: X1P1RELAT_IM

Position: 4758 - 4759, Format: N2.

Variable Label: X1 Imputation flag for X1P1RELATION

Variable Description:

- Flag indicating whether the variable X1P1RELATION was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21432	99.94
1	Imputed	12	0.06
TOTALS		21444	100.00

Variable Name: X1P2RELAT_IM

Position: 4760 - 4761, Format: N2.

Variable Label: X1 Imputation flag for X1P2RELATION

Variable Description:

- Flag indicating whether the variable X1P2RELATION was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21418	99.88
1	Imputed	26	0.12
TOTALS		21444	100.00

Variable Name: X1PAR1EDU_IM

Position: 4762 - 4763, Format: N2.

Variable Label: X1 Imputation flag for X1PAR1EDU

Variable Description:

- Flag indicating whether the variable X1PAR1EDU was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21260	99.14
1	Imputed	184	0.86
TOTALS		21444	100.00

Variable Name: X1PAR2EDU_IM

Position: 4764 - 4765, Format: N2.

Variable Label: X1 Imputation flag for X1PAR2EDU

Variable Description:

- Flag indicating whether the variable X1PAR2EDU was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21189	98.81
1	Imputed	255	1.19
TOTALS		21444	100.00

Variable Name: X1PAREDU_IM

Position: 4766 - 4767, Format: N2.

Variable Label: X1 Imputation flag for X1PAREDU

Variable Description:

- Flag indicating whether any of the inputs to X1PAREDU were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21062	98.22
1	Imputed	382	1.78
TOTALS		21444	100.00

Variable Name: X1PARPATT_IM

Position: 4768 - 4769, Format: N2.

Variable Label: X1 Imputation flag for X1PARPATTERN

Variable Description:

- Flag indicating whether any of the inputs to X1PARPATTERN were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	20433	95.29
1	Imputed	1011	4.71
TOTALS		21444	100.00

Variable Name: X1PAR1EMP_IM

Position: 4770 - 4771, Format: N2.

Variable Label: X1 Imputation flag for X1PAR1EMP

Variable Description:

- Flag indicating whether the variable X1PAR1EMP was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	20423	95.24
1	Imputed	1021	4.76
TOTALS		21444	100.00

Variable Name: X1PAR2EMP_IM

Position: 4772 - 4773, Format: N2.

Variable Label: X1 Imputation flag for X1PAR2EMP

Variable Description:

- Flag indicating whether the variable X1PAR2EMP was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	20577	95.96
1	Imputed	867	4.04
TOTALS		21444	100.00

Variable Name: X1PAR1OCC_IM

Position: 4774 - 4775, Format: N2.

Variable Label: X1 Imputation flag for X1PAR1OCC2

Variable Description:

- Flag indicating whether the variable X1PAR1OCC2 and X1PAR1OCC6 was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21084	98.32
1	Imputed	360	1.68
TOTALS		21444	100.00

Variable Name: X1PAR2OCC_IM

Position: 4776 - 4777, Format: N2.

Variable Label: X1 Imputation flag for X1PAR2OCC2

Variable Description:

- Flag indicating whether the variable X1PAR2OCC2 and X1PAR2OCC6 was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21065	98.23
1	Imputed	379	1.77
TOTALS		21444	100.00

Variable Name: X1MOMREL_IM

Position: 4778 - 4779, Format: N2.

Variable Label: X1 Imputation flag for X1MOMREL

Variable Description:

- Flag indicating whether any of the inputs to X1MOMREL were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21427	99.92
1	Imputed	17	0.08
TOTALS		21444	100.00

Variable Name: X1MOMEDU_IM

Position: 4780 - 4781, Format: N2.

Variable Label: X1 Imputation flag for X1MOMEDU

Variable Description:

- Flag indicating whether any of the inputs to X1MOMEDU were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21223	98.97
1	Imputed	221	1.03
TOTALS		21444	100.00

Variable Name: X1MOMEMP_IM

Position: 4782 - 4783, Format: N2.

Variable Label: X1 Imputation flag for X1MOMEMP

Variable Description:

- Flag indicating whether any of the inputs to X1MOMEMP were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	20530	95.74
1	Imputed	914	4.26
TOTALS		21444	100.00

Variable Name: X1MOMOCC_IM

Position: 4784 - 4785, Format: N2.

Variable Label: X1 Imputation flag for X1MOMOCC2

Variable Description:

- Flag indicating whether any of the inputs to X1MOMOCC2 and X1MOMOCC6 were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21068	98.25
1	Imputed	376	1.75
TOTALS		21444	100.00

Variable Name: X1DADREL_IM

Position: 4786 - 4787, Format: N2.

Variable Label: X1 Imputation flag for X1DADREL

Variable Description:

- Flag indicating whether any of the inputs to X1DADREL were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21419	99.88
1	Imputed	25	0.12
TOTALS		21444	100.00

Variable Name: X1DADEDU_IM

Position: 4788 - 4789, Format: N2.

Variable Label: X1 Imputation flag for X1DADEDU

Variable Description:

- Flag indicating whether any of the inputs to X1DADEDU were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21227	98.99
1	Imputed	217	1.01
TOTALS		21444	100.00

Variable Name: X1DADEMP_IM

Position: 4790 - 4791, Format: N2.

Variable Label: X1 Imputation flag for X1DADEMP

Variable Description:

- Flag indicating whether any of the inputs to X1DADEMP were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	20547	95.82
1	Imputed	897	4.18
TOTALS		21444	100.00

Variable Name: X1DADOCC_IM

Position: 4792 - 4793, Format: N2.

Variable Label: X1 Imputation flag for X1DADOCC2

Variable Description:

- Flag indicating whether any of the inputs to X1DADOCC2 and X1DADOCC6 were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21123	98.50
1	Imputed	321	1.50
TOTALS		21444	100.00

Variable Name: X1HHNUMB_IM

Position: 4794 - 4795, Format: N2.

Variable Label: X1 Imputation flag for X1HHNUMBER

Variable Description:

- Flag indicating whether one or both of the input variables P1HHLT18 and P1HHGE18 for the composite X1HHNUMBER were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	20064	93.56
1	Imputed	1380	6.44
TOTALS		21444	100.00

Variable Name: X1FAMINC_IM

Position: 4796 - 4797, Format: N2.

Variable Label: X1 Imputation flag for X1FAMINCOME

Variable Description:

- Flag indicating whether the variable X1FAMINCOME was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	20485	95.53
1	Imputed	959	4.47
TOTALS		21444	100.00

Variable Name: X1POVERTY_IM

Position: 4798 - 4799, Format: N2.

Variable Label: X1 Imputation flag for X1POVERTY/X1POVERTY130/X1POVERTY185

Variable Description:

- Flag indicating whether any of the inputs to X1POVERTY/X1POVERTY130/X1POVERTY185 were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	19179	89.44
1	Imputed	2265	10.56
TOTALS		21444	100.00

Variable Name: X1SES_IM

Position: 4800 - 4801, Format: N2.

Variable Label: X1 Imputation flag for X1SES

Variable Description:

- Flag indicating whether SES or any inputs to SES were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	14807	69.05
1	Imputed entirely	5015	23.39
2	Components imputed	1622	7.56

TOTALS		21444	100.00

Variable Name: X1STUEDEX_IM

Position: 4802 - 4803, Format: N2.

Variable Label: X1 Imputation flag for X1STUEDEXPCT

Variable Description:

- Flag indicating whether the variable X1STUEDEXPCT was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	21136	98.56
1	Imputed	308	1.44
TOTALS		21444	100.00

Variable Name: X1PAREDEX_IM

Position: 4804 - 4805, Format: N2.

Variable Label: X1 Imputation flag for X1PAREDEXPCT

Variable Description:

- Flag indicating whether the variable X1PAREDEXPCT was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	20371	95.00
1	Imputed	1073	5.00
TOTALS		21444	100.00

Variable Name: STRAT_ID

Position: 4806 - 4808, Format: N3.

Variable Label: Stratum

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- This variable indicates the analytic stratum to be used for computing Taylor Series linearization variance estimates for all HSLS:09 base year data. The analytic strata were formed from information used to randomly select the sample of schools and replicated at the student level. To support efficient variance estimation overall and within subpopulations, a large number of analytic strata each containing 2 or more PSUs per stratum (see PSU) is used in HSLS:09. See section 6.6.1 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: PSU

Position: 4809 - 4810, Format: N2.

Variable Label: Primary sampling unit

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- This variable indicates the analytic primary sampling unit (PSU, i.e., school) to be used for computing Taylor Series linearization variance estimates for all HSLS:09 base year data. PSU is developed at the school level and replicated at the student level. To support efficient variance estimation overall and within subpopulations, a large number of analytic strata (see STRAT_ID) each containing 2 or more PSUs per stratum is used in HSLS:09. See section 6.6.1 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
-5	Data suppressed	21444	100.00
TOTALS		21444	100.00

Variable Name: W1STUDENT001

Position: 4811 - 4823, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 1

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10470	48.82
C	3.8804117 - 16925.190639	10974	51.18
TOTALS		21444	100.00

Variable Name: W1STUDENT002

Position: 4824 - 4836, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 2

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10720	49.99
C	5.29070002 - 5345.33794042	10724	50.01
TOTALS		21444	100.00

Variable Name: W1STUDENT003

Position: 4837 - 4849, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 3

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10713	49.96
C	2.89024297 - 4616.58866469	10731	50.04
TOTALS		21444	100.00

Variable Name: W1STUDENT004

Position: 4850 - 4862, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 4

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10703	49.91
C	3.69110933 - 11998.0522687	10741	50.09
TOTALS		21444	100.00

Variable Name: W1STUDENT005

Position: 4863 - 4875, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 5

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10642	49.63
C	5.96287069 - 10033.471231	10802	50.37
TOTALS		21444	100.00

Variable Name: W1STUDENT006

Position: 4876 - 4888, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 6

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10987	51.24
C	5.67038213 - 10234.5233324	10457	48.76
TOTALS		21444	100.00

Variable Name: W1STUDENT007

Position: 4889 - 4901, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 7

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10605	49.45
C	2.74533561 - 12253.1146078	10839	50.55
TOTALS		21444	100.00

Variable Name: W1STUDENT008

Position: 4902 - 4914, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 8

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11120	51.86
C	3.6296285 - 10545.8436318	10324	48.14
TOTALS		21444	100.00

Variable Name: W1STUDENT009

Position: 4915 - 4927, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 9

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10767	50.21
C	4.54489711 - 10844.2396467	10677	49.79
TOTALS		21444	100.00

Variable Name: W1STUDENT010

Position: 4928 - 4940, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 10

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10682	49.81
C	4.32438367 - 6708.76759505	10762	50.19
TOTALS		21444	100.00

Variable Name: W1STUDENT011

Position: 4941 - 4953, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 11

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10702	49.91
C	3.97623293 - 6124.56578927	10742	50.09
TOTALS		21444	100.00

Variable Name: W1STUDENT012

Position: 4954 - 4966, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 12

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10927	50.96
C	4.42829957 - 9660.53822015	10517	49.04
TOTALS		21444	100.00

Variable Name: W1STUDENT013

Position: 4967 - 4979, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 13

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11191	52.19
C	5.92809767 - 9143.22455616	10253	47.81
TOTALS		21444	100.00

Variable Name: W1STUDENT014

Position: 4980 - 4992, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 14

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11412	53.22
C	3.60274418 - 8010.47011318	10032	46.78
TOTALS		21444	100.00

Variable Name: W1STUDENT015

Position: 4993 - 5005, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 15

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10913	50.89
C	3.11254641 - 4379.2209487	10531	49.11
TOTALS		21444	100.00

Variable Name: W1STUDENT016

Position: 5006 - 5018, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 16

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10678	49.79
C	4.09141781 - 6487.34907756	10766	50.21
TOTALS		21444	100.00

Variable Name: W1STUDENT017

Position: 5019 - 5031, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 17

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10787	50.30
C	3.96981087 - 10803.0760734	10657	49.70
TOTALS		21444	100.00

Variable Name: W1STUDENT018

Position: 5032 - 5044, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 18

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10460	48.78
C	4.43079785 - 9505.19487529	10984	51.22
TOTALS		21444	100.00

Variable Name: W1STUDENT019

Position: 5045 - 5057, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 19

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10942	51.03
C	5.53467759 - 9579.89243779	10502	48.97
TOTALS		21444	100.00

Variable Name: W1STUDENT020

Position: 5058 - 5070, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 20

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10857	50.63
C	2.20541155 - 11129.4723654	10587	49.37
TOTALS		21444	100.00

Variable Name: W1STUDENT021

Position: 5071 - 5083, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 21

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11046	51.51
C	4.01608113 - 12770.0007872	10398	48.49
TOTALS		21444	100.00

Variable Name: W1STUDENT022

Position: 5084 - 5096, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 22

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10592	49.39
C	4.30407672 - 5171.33919626	10852	50.61
TOTALS		21444	100.00

Variable Name: W1STUDENT023

Position: 5097 - 5109, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 23

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10477	48.86
C	2.52007147 - 10552.5064585	10967	51.14
TOTALS		21444	100.00

Variable Name: W1STUDENT024

Position: 5110 - 5122, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 24

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10745	50.11
C	3.19110771 - 8974.88837836	10699	49.89
TOTALS		21444	100.00

Variable Name: W1STUDENT025

Position: 5123 - 5135, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 25

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10776	50.25
C	5.63754304 - 9273.83315312	10668	49.75
TOTALS		21444	100.00

Variable Name: W1STUDENT026

Position: 5136 - 5148, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 26

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10434	48.66
C	3.08201505 - 4889.95099594	11010	51.34
TOTALS		21444	100.00

Variable Name: W1STUDENT027

Position: 5149 - 5161, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 27

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10431	48.64
C	2.8038387 - 10963.867021	11013	51.36
TOTALS		21444	100.00

Variable Name: W1STUDENT028

Position: 5162 - 5174, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 28

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10323	48.14
C	3.81404775 - 5752.23208171	11121	51.86
TOTALS		21444	100.00

Variable Name: W1STUDENT029

Position: 5175 - 5187, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 29

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11344	52.90
C	5.94925288 - 8827.85493306	10100	47.10
TOTALS		21444	100.00

Variable Name: W1STUDENT030

Position: 5188 - 5200, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 30

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11166	52.07
C	4.08441353 - 9481.9364361	10278	47.93
TOTALS		21444	100.00

Variable Name: W1STUDENT031

Position: 5201 - 5213, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 31

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10628	49.56
C	5.56031584 - 6113.35566361	10816	50.44
TOTALS		21444	100.00

Variable Name: W1STUDENT032

Position: 5214 - 5226, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 32

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10746	50.11
C	5.54188199 - 8212.23067697	10698	49.89
TOTALS		21444	100.00

Variable Name: W1STUDENT033

Position: 5227 - 5239, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 33

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10661	49.72
C	2.66731448 - 4631.36296327	10783	50.28
TOTALS		21444	100.00

Variable Name: W1STUDENT034

Position: 5240 - 5252, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 34

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10633	49.58
C	5.68951875 - 12057.3315084	10811	50.42
TOTALS		21444	100.00

Variable Name: W1STUDENT035

Position: 5253 - 5265, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 35

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10375	48.38
C	5.55522413 - 8716.87144974	11069	51.62
TOTALS		21444	100.00

Variable Name: W1STUDENT036

Position: 5266 - 5278, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 36

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10245	47.78
C	5.17115146 - 5606.15621976	11199	52.22
TOTALS		21444	100.00

Variable Name: W1STUDENT037

Position: 5279 - 5291, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 37

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10001	46.64
C	3.31126144 - 9262.11738857	11443	53.36
TOTALS		21444	100.00

Variable Name: W1STUDENT038

Position: 5292 - 5304, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 38

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10405	48.52
C	3.30787295 - 9832.26457423	11039	51.48
TOTALS		21444	100.00

Variable Name: W1STUDENT039

Position: 5305 - 5317, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 39

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10572	49.30
C	6.45808479 - 8639.08975368	10872	50.70
TOTALS		21444	100.00

Variable Name: W1STUDENT040

Position: 5318 - 5330, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 40

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10929	50.97
C	2.91913252 - 5647.67821624	10515	49.03
TOTALS		21444	100.00

Variable Name: W1STUDENT041

Position: 5331 - 5343, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 41

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10553	49.21
C	3.03603326 - 10125.8933146	10891	50.79
TOTALS		21444	100.00

Variable Name: W1STUDENT042

Position: 5344 - 5356, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 42

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10931	50.97
C	3.33583404 - 11731.2560821	10513	49.03
TOTALS		21444	100.00

Variable Name: W1STUDENT043

Position: 5357 - 5369, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 43

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10503	48.98
C	5.20809417 - 4044.62415972	10941	51.02
TOTALS		21444	100.00

Variable Name: W1STUDENT044

Position: 5370 - 5382, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 44

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10957	51.10
C	3.04132921 - 10001.971256	10487	48.90
TOTALS		21444	100.00

Variable Name: W1STUDENT045

Position: 5383 - 5395, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 45

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10395	48.48
C	2.06568694 - 10064.1321324	11049	51.52
TOTALS		21444	100.00

Variable Name: W1STUDENT046

Position: 5396 - 5408, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 46

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10545	49.17
C	6.45324046 - 4478.29214778	10899	50.83
TOTALS		21444	100.00

Variable Name: W1STUDENT047

Position: 5409 - 5421, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 47

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10130	47.24
C	3.70564364 - 10485.719847	11314	52.76
TOTALS		21444	100.00

Variable Name: W1STUDENT048

Position: 5422 - 5434, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 48

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10574	49.31
C	2.5592217 - 4208.18209289	10870	50.69
TOTALS		21444	100.00

Variable Name: W1STUDENT049

Position: 5435 - 5447, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 49

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11164	52.06
C	6.74535752 - 5875.43571152	10280	47.94
TOTALS		21444	100.00

Variable Name: W1STUDENT050

Position: 5448 - 5460, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 50

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10424	48.61
C	3.19292113 - 11877.7631001	11020	51.39
TOTALS		21444	100.00

Variable Name: W1STUDENT051

Position: 5461 - 5473, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 51

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10639	49.61
C	5.60002985 - 5662.41748329	10805	50.39
TOTALS		21444	100.00

Variable Name: W1STUDENT052

Position: 5474 - 5486, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 52

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11030	51.44
C	5.15174741 - 12809.2034203	10414	48.56
TOTALS		21444	100.00

Variable Name: W1STUDENT053

Position: 5487 - 5499, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 53

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10500	48.96
C	2.98790438 - 4440.0189759	10944	51.04
TOTALS		21444	100.00

Variable Name: W1STUDENT054

Position: 5500 - 5512, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 54

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10996	51.28
C	4.5981039 - 9764.3290586	10448	48.72
TOTALS		21444	100.00

Variable Name: W1STUDENT055

Position: 5513 - 5525, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 55

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10657	49.70
C	4.7651648 - 7439.99654809	10787	50.30
TOTALS		21444	100.00

Variable Name: W1STUDENT056

Position: 5526 - 5538, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 56

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10947	51.05
C	5.18087105 - 9803.04495585	10497	48.95
TOTALS		21444	100.00

Variable Name: W1STUDENT057

Position: 5539 - 5551, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 57

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11049	51.52
C	2.95521251 - 8702.95372623	10395	48.48
TOTALS		21444	100.00

Variable Name: W1STUDENT058

Position: 5552 - 5564, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 58

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10898	50.82
C	5.96423465 - 6588.73624374	10546	49.18
TOTALS		21444	100.00

Variable Name: W1STUDENT059

Position: 5565 - 5577, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 59

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10857	50.63
C	3.80603648 - 6188.52869827	10587	49.37
TOTALS		21444	100.00

Variable Name: W1STUDENT060

Position: 5578 - 5590, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 60

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10508	49.00
C	2.28369939 - 12719.8995851	10936	51.00
TOTALS		21444	100.00

Variable Name: W1STUDENT061

Position: 5591 - 5603, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 61

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10944	51.04
C	5.70291304 - 9638.05286457	10500	48.96
TOTALS		21444	100.00

Variable Name: W1STUDENT062

Position: 5604 - 5616, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 62

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10289	47.98
C	4.08833799 - 8616.43926666	11155	52.02
TOTALS		21444	100.00

Variable Name: W1STUDENT063

Position: 5617 - 5629, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 63

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10298	48.02
C	3.3463039 - 9352.41033842	11146	51.98
TOTALS		21444	100.00

Variable Name: W1STUDENT064

Position: 5630 - 5642, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 64

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10474	48.84
C	3.0018776 - 4652.00124252	10970	51.16
TOTALS		21444	100.00

Variable Name: W1STUDENT065

Position: 5643 - 5655, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 65

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10870	50.69
C	2.15523423 - 9028.15762713	10574	49.31
TOTALS		21444	100.00

Variable Name: W1STUDENT066

Position: 5656 - 5668, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 66

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10726	50.02
C	3.47686988 - 9175.70732681	10718	49.98
TOTALS		21444	100.00

Variable Name: W1STUDENT067

Position: 5669 - 5681, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 67

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10668	49.75
C	3.1513226 - 7083.49234121	10776	50.25
TOTALS		21444	100.00

Variable Name: W1STUDENT068

Position: 5682 - 5694, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 68

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11033	51.45
C	2.90204394 - 11412.968857	10411	48.55
TOTALS		21444	100.00

Variable Name: W1STUDENT069

Position: 5695 - 5707, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 69

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10630	49.57
C	2.98718838 - 9029.0075346	10814	50.43
TOTALS		21444	100.00

Variable Name: W1STUDENT070

Position: 5708 - 5720, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 70

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10858	50.63
C	4.78005489 - 8669.90699614	10586	49.37
TOTALS		21444	100.00

Variable Name: W1STUDENT071

Position: 5721 - 5733, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 71

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10819	50.45
C	3.26031915 - 7697.16934285	10625	49.55
TOTALS		21444	100.00

Variable Name: W1STUDENT072

Position: 5734 - 5746, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 72

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10106	47.13
C	3.34353993 - 7588.36146625	11338	52.87
TOTALS		21444	100.00

Variable Name: W1STUDENT073

Position: 5747 - 5759, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 73

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11045	51.51
C	3.19484043 - 10316.4222016	10399	48.49
TOTALS		21444	100.00

Variable Name: W1STUDENT074

Position: 5760 - 5772, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 74

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10494	48.94
C	5.84354064 - 6330.01588372	10950	51.06
TOTALS		21444	100.00

Variable Name: W1STUDENT075

Position: 5773 - 5785, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 75

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10862	50.65
C	5.14273112 - 5087.49893766	10582	49.35
TOTALS		21444	100.00

Variable Name: W1STUDENT076

Position: 5786 - 5798, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 76

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10966	51.14
C	3.45417109 - 9240.72940057	10478	48.86
TOTALS		21444	100.00

Variable Name: W1STUDENT077

Position: 5799 - 5811, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 77

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10677	49.79
C	3.90064184 - 5296.40368777	10767	50.21
TOTALS		21444	100.00

Variable Name: W1STUDENT078

Position: 5812 - 5824, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 78

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10185	47.50
C	5.85241513 - 4561.34335172	11259	52.50
TOTALS		21444	100.00

Variable Name: W1STUDENT079

Position: 5825 - 5837, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 79

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10488	48.91
C	2.97987372 - 6826.77097911	10956	51.09
TOTALS		21444	100.00

Variable Name: W1STUDENT080

Position: 5838 - 5850, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 80

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10667	49.74
C	6.44259382 - 4587.74394165	10777	50.26
TOTALS		21444	100.00

Variable Name: W1STUDENT081

Position: 5851 - 5863, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 81

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10893	50.80
C	5.94422686 - 12365.2132329	10551	49.20
TOTALS		21444	100.00

Variable Name: W1STUDENT082

Position: 5864 - 5876, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 82

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11072	51.63
C	6.19459649 - 10876.128341	10372	48.37
TOTALS		21444	100.00

Variable Name: W1STUDENT083

Position: 5877 - 5889, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 83

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10779	50.27
C	4.15795561 - 4482.9338012	10665	49.73
TOTALS		21444	100.00

Variable Name: W1STUDENT084

Position: 5890 - 5902, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 84

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11377	53.05
C	3.20559571 - 4852.69858719	10067	46.95
TOTALS		21444	100.00

Variable Name: W1STUDENT085

Position: 5903 - 5915, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 85

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10476	48.85
C	3.06120966 - 10815.1461085	10968	51.15
TOTALS		21444	100.00

Variable Name: W1STUDENT086

Position: 5916 - 5928, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 86

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10572	49.30
C	7.61009014 - 5307.84862425	10872	50.70
TOTALS		21444	100.00

Variable Name: W1STUDENT087

Position: 5929 - 5941, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 87

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11118	51.85
C	4.35255935 - 9933.31990242	10326	48.15
TOTALS		21444	100.00

Variable Name: W1STUDENT088

Position: 5942 - 5954, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 88

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11202	52.24
C	3.1112788 - 5389.04141063	10242	47.76
TOTALS		21444	100.00

Variable Name: W1STUDENT089

Position: 5955 - 5967, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 89

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10662	49.72
C	6.83993459 - 11579.9269363	10782	50.28
TOTALS		21444	100.00

Variable Name: W1STUDENT090

Position: 5968 - 5980, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 90

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10004	46.65
C	3.29488802 - 6171.02555428	11440	53.35
TOTALS		21444	100.00

Variable Name: W1STUDENT091

Position: 5981 - 5993, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 91

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10880	50.74
C	6.16377526 - 10315.5915976	10564	49.26
TOTALS		21444	100.00

Variable Name: W1STUDENT092

Position: 5994 - 6006, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 92

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11336	52.86
C	3.43203989 - 9699.9790234	10108	47.14
TOTALS		21444	100.00

Variable Name: W1STUDENT093

Position: 6007 - 6019, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 93

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10570	49.29
C	6.12788484 - 5291.9135894	10874	50.71
TOTALS		21444	100.00

Variable Name: W1STUDENT094

Position: 6020 - 6032, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 94

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10117	47.18
C	2.96013388 - 9721.30941139	11327	52.82
TOTALS		21444	100.00

Variable Name: W1STUDENT095

Position: 6033 - 6045, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 95

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10594	49.40
C	5.20172385 - 5842.42938824	10850	50.60
TOTALS		21444	100.00

Variable Name: W1STUDENT096

Position: 6046 - 6058, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 96

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10673	49.77
C	4.896157 - 4580.30056758	10771	50.23
TOTALS		21444	100.00

Variable Name: W1STUDENT097

Position: 6059 - 6071, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 97

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10896	50.81
C	5.43767486 - 9569.6722874	10548	49.19
TOTALS		21444	100.00

Variable Name: W1STUDENT098

Position: 6072 - 6084, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 98

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10613	49.49
C	6.89989165 - 5870.22835313	10831	50.51
TOTALS		21444	100.00

Variable Name: W1STUDENT099

Position: 6085 - 6097, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 99

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10588	49.38
C	4.8105135 - 5237.70660514	10856	50.62
TOTALS		21444	100.00

Variable Name: W1STUDENT100

Position: 6098 - 6110, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 100

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10703	49.91
C	3.39471278 - 9715.47471483	10741	50.09
TOTALS		21444	100.00

Variable Name: W1STUDENT101

Position: 6111 - 6123, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 101

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11414	53.23
C	6.51503889 - 7599.72498048	10030	46.77
TOTALS		21444	100.00

Variable Name: W1STUDENT102

Position: 6124 - 6136, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 102

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10845	50.57
C	5.99388126 - 4642.89953965	10599	49.43
TOTALS		21444	100.00

Variable Name: W1STUDENT103

Position: 6137 - 6149, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 103

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10821	50.46
C	3.1967657 - 5695.46242197	10623	49.54
TOTALS		21444	100.00

Variable Name: W1STUDENT104

Position: 6150 - 6162, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 104

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10432	48.65
C	4.82640607 - 9288.66302371	11012	51.35
TOTALS		21444	100.00

Variable Name: W1STUDENT105

Position: 6163 - 6175, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 105

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11193	52.20
C	4.22410724 - 4266.06973037	10251	47.80
TOTALS		21444	100.00

Variable Name: W1STUDENT106

Position: 6176 - 6188, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 106

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10977	51.19
C	6.82076218 - 4568.66324831	10467	48.81
TOTALS		21444	100.00

Variable Name: W1STUDENT107

Position: 6189 - 6201, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 107

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10573	49.31
C	2.31136191 - 8376.12003418	10871	50.69
TOTALS		21444	100.00

Variable Name: W1STUDENT108

Position: 6202 - 6214, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 108

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10759	50.17
C	4.51460042 - 8439.13280973	10685	49.83
TOTALS		21444	100.00

Variable Name: W1STUDENT109

Position: 6215 - 6227, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 109

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10459	48.77
C	5.07047955 - 9070.63340233	10985	51.23
TOTALS		21444	100.00

Variable Name: W1STUDENT110

Position: 6228 - 6240, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 110

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10690	49.85
C	2.99944888 - 5185.43621009	10754	50.15
TOTALS		21444	100.00

Variable Name: W1STUDENT111

Position: 6241 - 6253, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 111

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11114	51.83
C	2.43409131 - 10973.54524	10330	48.17
TOTALS		21444	100.00

Variable Name: W1STUDENT112

Position: 6254 - 6266, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 112

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10613	49.49
C	2.9828627 - 10879.9548676	10831	50.51
TOTALS		21444	100.00

Variable Name: W1STUDENT113

Position: 6267 - 6279, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 113

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10676	49.79
C	5.58611411 - 6014.00986922	10768	50.21
TOTALS		21444	100.00

Variable Name: W1STUDENT114

Position: 6280 - 6292, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 114

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10830	50.50
C	2.64338105 - 9885.64469038	10614	49.50
TOTALS		21444	100.00

Variable Name: W1STUDENT115

Position: 6293 - 6305, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 115

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11068	51.61
C	2.80988341 - 5923.11098595	10376	48.39
TOTALS		21444	100.00

Variable Name: W1STUDENT116

Position: 6306 - 6318, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 116

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10347	48.25
C	5.04102717 - 5866.27364744	11097	51.75
TOTALS		21444	100.00

Variable Name: W1STUDENT117

Position: 6319 - 6331, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 117

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10966	51.14
C	4.11318023 - 5675.97090415	10478	48.86
TOTALS		21444	100.00

Variable Name: W1STUDENT118

Position: 6332 - 6344, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 118

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10842	50.56
C	6.31284599 - 10373.001677	10602	49.44
TOTALS		21444	100.00

Variable Name: W1STUDENT119

Position: 6345 - 6357, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 119

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11001	51.30
C	4.8965447 - 6192.7666203	10443	48.70
TOTALS		21444	100.00

Variable Name: W1STUDENT120

Position: 6358 - 6370, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 120

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10667	49.74
C	5.52494845 - 5815.20736769	10777	50.26
TOTALS		21444	100.00

Variable Name: W1STUDENT121

Position: 6371 - 6383, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 121

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10879	50.73
C	4.48822758 - 5628.2094044	10565	49.27
TOTALS		21444	100.00

Variable Name: W1STUDENT122

Position: 6384 - 6396, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 122

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10539	49.15
C	6.83786789 - 5199.97821177	10905	50.85
TOTALS		21444	100.00

Variable Name: W1STUDENT123

Position: 6397 - 6409, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 123

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10621	49.53
C	5.58437209 - 6430.7732348	10823	50.47
TOTALS		21444	100.00

Variable Name: W1STUDENT124

Position: 6410 - 6422, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 124

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10087	47.04
C	3.01032279 - 15559.1035713	11357	52.96
TOTALS		21444	100.00

Variable Name: W1STUDENT125

Position: 6423 - 6435, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 125

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10811	50.42
C	4.47459803 - 9541.86601835	10633	49.58
TOTALS		21444	100.00

Variable Name: W1STUDENT126

Position: 6436 - 6448, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 126

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11183	52.15
C	5.63144749 - 6789.77662468	10261	47.85
TOTALS		21444	100.00

Variable Name: W1STUDENT127

Position: 6449 - 6461, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 127

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10333	48.19
C	3.66042482 - 4866.75338075	11111	51.81
TOTALS		21444	100.00

Variable Name: W1STUDENT128

Position: 6462 - 6474, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 128

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11059	51.57
C	3.05398198 - 6434.90748135	10385	48.43
TOTALS		21444	100.00

Variable Name: W1STUDENT129

Position: 6475 - 6487, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 129

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10702	49.91
C	6.68921406 - 8281.84046168	10742	50.09
TOTALS		21444	100.00

Variable Name: W1STUDENT130

Position: 6488 - 6500, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 130

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10410	48.55
C	5.97978433 - 9982.8368531	11034	51.45
TOTALS		21444	100.00

Variable Name: W1STUDENT131

Position: 6501 - 6513, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 131

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10710	49.94
C	5.8887068 - 5606.21662409	10734	50.06
TOTALS		21444	100.00

Variable Name: W1STUDENT132

Position: 6514 - 6526, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 132

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10760	50.18
C	3.38039207 - 5553.08120958	10684	49.82
TOTALS		21444	100.00

Variable Name: W1STUDENT133

Position: 6527 - 6539, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 133

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10512	49.02
C	3.48052813 - 5059.31841313	10932	50.98
TOTALS		21444	100.00

Variable Name: W1STUDENT134

Position: 6540 - 6552, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 134

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10053	46.88
C	5.20678073 - 4949.71074117	11391	53.12
TOTALS		21444	100.00

Variable Name: W1STUDENT135

Position: 6553 - 6565, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 135

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10566	49.27
C	5.63749016 - 8583.39952192	10878	50.73
TOTALS		21444	100.00

Variable Name: W1STUDENT136

Position: 6566 - 6578, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 136

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10789	50.31
C	5.49836338 - 5807.43467708	10655	49.69
TOTALS		21444	100.00

Variable Name: W1STUDENT137

Position: 6579 - 6591, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 137

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10638	49.61
C	5.1053506 - 10657.927733	10806	50.39
TOTALS		21444	100.00

Variable Name: W1STUDENT138

Position: 6592 - 6604, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 138

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10362	48.32
C	6.63512857 - 8278.16865747	11082	51.68
TOTALS		21444	100.00

Variable Name: W1STUDENT139

Position: 6605 - 6617, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 139

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10518	49.05
C	6.8978825 - 11945.4679369	10926	50.95
TOTALS		21444	100.00

Variable Name: W1STUDENT140

Position: 6618 - 6630, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 140

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10984	51.22
C	3.30373988 - 6473.91663284	10460	48.78
TOTALS		21444	100.00

Variable Name: W1STUDENT141

Position: 6631 - 6643, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 141

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11216	52.30
C	2.66471554 - 10869.0864848	10228	47.70
TOTALS		21444	100.00

Variable Name: W1STUDENT142

Position: 6644 - 6656, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 142

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10835	50.53
C	3.12187486 - 4492.20548965	10609	49.47
TOTALS		21444	100.00

Variable Name: W1STUDENT143

Position: 6657 - 6669, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 143

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10848	50.59
C	6.31035673 - 8173.74973541	10596	49.41
TOTALS		21444	100.00

Variable Name: W1STUDENT144

Position: 6670 - 6682, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 144

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10812	50.42
C	3.46768422 - 8676.85182325	10632	49.58
TOTALS		21444	100.00

Variable Name: W1STUDENT145

Position: 6683 - 6695, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 145

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10820	50.46
C	6.56667774 - 10890.6126147	10624	49.54
TOTALS		21444	100.00

Variable Name: W1STUDENT146

Position: 6696 - 6708, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 146

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10304	48.05
C	3.69290195 - 10637.5279555	11140	51.95
TOTALS		21444	100.00

Variable Name: W1STUDENT147

Position: 6709 - 6721, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 147

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10632	49.58
C	2.30207117 - 10919.3819131	10812	50.42
TOTALS		21444	100.00

Variable Name: W1STUDENT148

Position: 6722 - 6734, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 148

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10756	50.16
C	2.53450371 - 8923.3796093	10688	49.84
TOTALS		21444	100.00

Variable Name: W1STUDENT149

Position: 6735 - 6747, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 149

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10687	49.84
C	3.01448076 - 6427.89995519	10757	50.16
TOTALS		21444	100.00

Variable Name: W1STUDENT150

Position: 6748 - 6760, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 150

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10810	50.41
C	2.62194775 - 5283.27350696	10634	49.59
TOTALS		21444	100.00

Variable Name: W1STUDENT151

Position: 6761 - 6773, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 151

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10693	49.86
C	3.74760404 - 5613.63047605	10751	50.14
TOTALS		21444	100.00

Variable Name: W1STUDENT152

Position: 6774 - 6786, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 152

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10661	49.72
C	6.95520453 - 10743.57213	10783	50.28
TOTALS		21444	100.00

Variable Name: W1STUDENT153

Position: 6787 - 6799, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 153

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10575	49.31
C	7.00302196 - 11062.3830931	10869	50.69
TOTALS		21444	100.00

Variable Name: W1STUDENT154

Position: 6800 - 6812, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 154

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10871	50.69
C	8.59714314 - 10923.159112	10573	49.31
TOTALS		21444	100.00

Variable Name: W1STUDENT155

Position: 6813 - 6825, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 155

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10790	50.32
C	3.30968444 - 10084.6687741	10654	49.68
TOTALS		21444	100.00

Variable Name: W1STUDENT156

Position: 6826 - 6838, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 156

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10996	51.28
C	4.35795467 - 4659.01189026	10448	48.72
TOTALS		21444	100.00

Variable Name: W1STUDENT157

Position: 6839 - 6851, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 157

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10903	50.84
C	2.03646849 - 9134.21522664	10541	49.16
TOTALS		21444	100.00

Variable Name: W1STUDENT158

Position: 6852 - 6864, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 158

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10351	48.27
C	3.01288432 - 11219.3659469	11093	51.73
TOTALS		21444	100.00

Variable Name: W1STUDENT159

Position: 6865 - 6877, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 159

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10956	51.09
C	5.80024101 - 5338.25065367	10488	48.91
TOTALS		21444	100.00

Variable Name: W1STUDENT160

Position: 6878 - 6890, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 160

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10885	50.76
C	3.90196455 - 8606.44748552	10559	49.24
TOTALS		21444	100.00

Variable Name: W1STUDENT161

Position: 6891 - 6903, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 161

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10568	49.28
C	2.2734364 - 5171.68556771	10876	50.72
TOTALS		21444	100.00

Variable Name: W1STUDENT162

Position: 6904 - 6916, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 162

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10077	46.99
C	6.00785976 - 4773.46439397	11367	53.01
TOTALS		21444	100.00

Variable Name: W1STUDENT163

Position: 6917 - 6929, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 163

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10586	49.37
C	4.89187238 - 10431.1040539	10858	50.63
TOTALS		21444	100.00

Variable Name: W1STUDENT164

Position: 6930 - 6942, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 164

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11440	53.35
C	6.86241549 - 9112.61846407	10004	46.65
TOTALS		21444	100.00

Variable Name: W1STUDENT165

Position: 6943 - 6955, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 165

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10957	51.10
C	3.95931232 - 8430.28989548	10487	48.90
TOTALS		21444	100.00

Variable Name: W1STUDENT166

Position: 6956 - 6968, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 166

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10026	46.75
C	3.28327038 - 9722.27631743	11418	53.25
TOTALS		21444	100.00

Variable Name: W1STUDENT167

Position: 6969 - 6981, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 167

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10568	49.28
C	4.99781479 - 10815.916605	10876	50.72
TOTALS		21444	100.00

Variable Name: W1STUDENT168

Position: 6982 - 6994, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 168

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10901	50.83
C	2.96624647 - 4699.86422836	10543	49.17
TOTALS		21444	100.00

Variable Name: W1STUDENT169

Position: 6995 - 7007, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 169

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10683	49.82
C	2.06082341 - 10447.0299308	10761	50.18
TOTALS		21444	100.00

Variable Name: W1STUDENT170

Position: 7008 - 7020, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 170

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11284	52.62
C	5.48483068 - 5740.57503113	10160	47.38
TOTALS		21444	100.00

Variable Name: W1STUDENT171

Position: 7021 - 7033, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 171

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11211	52.28
C	5.08272211 - 11635.2667777	10233	47.72
TOTALS		21444	100.00

Variable Name: W1STUDENT172

Position: 7034 - 7046, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 172

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11006	51.32
C	3.65369101 - 4670.98931014	10438	48.68
TOTALS		21444	100.00

Variable Name: W1STUDENT173

Position: 7047 - 7059, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 173

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11044	51.50
C	7.09218345 - 4605.55310485	10400	48.50
TOTALS		21444	100.00

Variable Name: W1STUDENT174

Position: 7060 - 7072, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 174

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10616	49.51
C	3.6251382 - 6164.00496071	10828	50.49
TOTALS		21444	100.00

Variable Name: W1STUDENT175

Position: 7073 - 7085, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 175

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10672	49.77
C	5.54957185 - 11387.8976194	10772	50.23
TOTALS		21444	100.00

Variable Name: W1STUDENT176

Position: 7086 - 7098, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 176

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10421	48.60
C	6.36878845 - 4669.13702448	11023	51.40
TOTALS		21444	100.00

Variable Name: W1STUDENT177

Position: 7099 - 7111, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 177

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	11434	53.32
C	6.61153619 - 10528.1485728	10010	46.68
TOTALS		21444	100.00

Variable Name: W1STUDENT178

Position: 7112 - 7124, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 178

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10663	49.72
C	2.46368757 - 10091.1979573	10781	50.28
TOTALS		21444	100.00

Variable Name: W1STUDENT179

Position: 7125 - 7137, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 179

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10388	48.44
C	5.8874896 - 9635.33167568	11056	51.56
TOTALS		21444	100.00

Variable Name: W1STUDENT180

Position: 7138 - 7150, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 180

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10707	49.93
C	3.44704936 - 10457.5870068	10737	50.07
TOTALS		21444	100.00

Variable Name: W1STUDENT181

Position: 7151 - 7163, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 181

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10563	49.26
C	2.68326823 - 6250.37392123	10881	50.74
TOTALS		21444	100.00

Variable Name: W1STUDENT182

Position: 7164 - 7176, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 182

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10896	50.81
C	2.92874982 - 5306.46376211	10548	49.19
TOTALS		21444	100.00

Variable Name: W1STUDENT183

Position: 7177 - 7189, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 183

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10176	47.45
C	3.2883618 - 10381.6494257	11268	52.55
TOTALS		21444	100.00

Variable Name: W1STUDENT184

Position: 7190 - 7202, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 184

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10423	48.61
C	6.02401174 - 7269.62930195	11021	51.39
TOTALS		21444	100.00

Variable Name: W1STUDENT185

Position: 7203 - 7215, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 185

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10887	50.77
C	3.6258072 - 5428.2747161	10557	49.23
TOTALS		21444	100.00

Variable Name: W1STUDENT186

Position: 7216 - 7228, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 186

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10903	50.84
C	5.07338469 - 5614.63298219	10541	49.16
TOTALS		21444	100.00

Variable Name: W1STUDENT187

Position: 7229 - 7241, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 187

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10734	50.06
C	7.06483023 - 5295.2359617	10710	49.94
TOTALS		21444	100.00

Variable Name: W1STUDENT188

Position: 7242 - 7254, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 188

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10574	49.31
C	5.42848464 - 9163.10951663	10870	50.69
TOTALS		21444	100.00

Variable Name: W1STUDENT189

Position: 7255 - 7267, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 189

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10348	48.26
C	5.41158536 - 9844.17683084	11096	51.74
TOTALS		21444	100.00

Variable Name: W1STUDENT190

Position: 7268 - 7280, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 190

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10913	50.89
C	4.65041926 - 10372.5949001	10531	49.11
TOTALS		21444	100.00

Variable Name: W1STUDENT191

Position: 7281 - 7293, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 191

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10759	50.17
C	4.21338562 - 6567.10505321	10685	49.83
TOTALS		21444	100.00

Variable Name: W1STUDENT192

Position: 7294 - 7306, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 192

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10807	50.40
C	3.41427969 - 4957.55137609	10637	49.60
TOTALS		21444	100.00

Variable Name: W1STUDENT193

Position: 7307 - 7319, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 193

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10638	49.61
C	2.88770917 - 4576.16033155	10806	50.39
TOTALS		21444	100.00

Variable Name: W1STUDENT194

Position: 7320 - 7332, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 194

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10663	49.72
C	5.58903826 - 5139.60418155	10781	50.28
TOTALS		21444	100.00

Variable Name: W1STUDENT195

Position: 7333 - 7345, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 195

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10635	49.59
C	6.97588848 - 5462.74047576	10809	50.41
TOTALS		21444	100.00

Variable Name: W1STUDENT196

Position: 7346 - 7358, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 196

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10841	50.55
C	6.14120618 - 6083.28584002	10603	49.45
TOTALS		21444	100.00

Variable Name: W1STUDENT197

Position: 7359 - 7371, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 197

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10665	49.73
C	5.88119935 - 9921.43076591	10779	50.27
TOTALS		21444	100.00

Variable Name: W1STUDENT198

Position: 7372 - 7384, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 198

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10770	50.22
C	5.18801878 - 5923.08690351	10674	49.78
TOTALS		21444	100.00

Variable Name: W1STUDENT199

Position: 7385 - 7397, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 199

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10581	49.34
C	7.06015662 - 9583.52473777	10863	50.66
TOTALS		21444	100.00

Variable Name: W1STUDENT200

Position: 7398 - 7410, Format: N13.8

Variable Label: W1 BRR student analytic weight for replicate 200

Variable Description:

- BRR weights used to construct replicate variance estimates for student data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1STUDENT). See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	10376	48.39
C	2.61920997 - 4368.21660736	11068	51.61
TOTALS		21444	100.00

Variable Name: W1PARENT001

Position: 7411 - 7423, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 1

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13055	60.88
C	5.69711601 - 25557.0469173	8389	39.12
TOTALS		21444	100.00

Variable Name: W1PARENT002

Position: 7424 - 7436, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 2

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13249	61.78
C	7.81413608 - 8508.0894734	8195	38.22
TOTALS		21444	100.00

Variable Name: W1PARENT003

Position: 7437 - 7449, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 3

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13192	61.52
C	4.44886592 - 6226.41788271	8252	38.48
TOTALS		21444	100.00

Variable Name: W1PARENT004

Position: 7450 - 7462, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 4

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13260	61.84
C	4.90126613 - 16341.7408876	8184	38.16
TOTALS		21444	100.00

Variable Name: W1PARENT005

Position: 7463 - 7475, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 5

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13097	61.08
C	7.80060856 - 13369.7956843	8347	38.92
TOTALS		21444	100.00

Variable Name: W1PARENT006

Position: 7476 - 7488, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 6

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13491	62.91
C	7.06402693 - 13245.6994028	7953	37.09
TOTALS		21444	100.00

Variable Name: W1PARENT007

Position: 7489 - 7501, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 7

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13069	60.94
C	3.05045309 - 15757.0747176	8375	39.06
TOTALS		21444	100.00

Variable Name: W1PARENT008

Position: 7502 - 7514, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 8

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13507	62.99
C	4.6552646 - 13383.9385757	7937	37.01
TOTALS		21444	100.00

Variable Name: W1PARENT009

Position: 7515 - 7527, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 9

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13285	61.95
C	5.85568169 - 14304.5553848	8159	38.05
TOTALS		21444	100.00

Variable Name: W1PARENT010

Position: 7528 - 7540, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 10

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13270	61.88
C	5.29754922 - 8569.50020161	8174	38.12
TOTALS		21444	100.00

Variable Name: W1PARENT011

Position: 7541 - 7553, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 11

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13200	61.56
C	5.90365806 - 8088.58826353	8244	38.44
TOTALS		21444	100.00

Variable Name: W1PARENT012

Position: 7554 - 7566, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 12

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13288	61.97
C	5.93925498 - 13630.6802199	8156	38.03
TOTALS		21444	100.00

Variable Name: W1PARENT013

Position: 7567 - 7579, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 13

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13551	63.19
C	7.52034813 - 11155.3070882	7893	36.81
TOTALS		21444	100.00

Variable Name: W1PARENT014

Position: 7580 - 7592, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 14

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13753	64.13
C	4.52429541 - 11750.2158958	7691	35.87
TOTALS		21444	100.00

Variable Name: W1PARENT015

Position: 7593 - 7605, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 15

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13334	62.18
C	5.03820006 - 5946.68287311	8110	37.82
TOTALS		21444	100.00

Variable Name: W1PARENT016

Position: 7606 - 7618, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 16

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13120	61.18
C	6.03861111 - 8446.88246908	8324	38.82
TOTALS		21444	100.00

Variable Name: W1PARENT017

Position: 7619 - 7631, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 17

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13296	62.00
C	4.86688366 - 13303.1240906	8148	38.00
TOTALS		21444	100.00

Variable Name: W1PARENT018

Position: 7632 - 7644, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 18

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13014	60.69
C	6.3150364 - 13216.4092188	8430	39.31
TOTALS		21444	100.00

Variable Name: W1PARENT019

Position: 7645 - 7657, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 19

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13447	62.71
C	9.52554643 - 13682.1279469	7997	37.29
TOTALS		21444	100.00

Variable Name: W1PARENT020

Position: 7658 - 7670, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 20

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13358	62.29
C	2.57912154 - 14311.2500439	8086	37.71
TOTALS		21444	100.00

Variable Name: W1PARENT021

Position: 7671 - 7683, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 21

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13464	62.79
C	5.66585672 - 18720.3574519	7980	37.21
TOTALS		21444	100.00

Variable Name: W1PARENT022

Position: 7684 - 7696, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 22

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13043	60.82
C	5.69000332 - 6950.56871509	8401	39.18
TOTALS		21444	100.00

Variable Name: W1PARENT023

Position: 7697 - 7709, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 23

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13007	60.66
C	3.20573452 - 13723.8928687	8437	39.34
TOTALS		21444	100.00

Variable Name: W1PARENT024

Position: 7710 - 7722, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 24

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13342	62.22
C	3.71933384 - 11246.0172679	8102	37.78
TOTALS		21444	100.00

Variable Name: W1PARENT025

Position: 7723 - 7735, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 25

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13298	62.01
C	7.07735509 - 12928.1138061	8146	37.99
TOTALS		21444	100.00

Variable Name: W1PARENT026

Position: 7736 - 7748, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 26

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13093	61.06
C	4.61639772 - 7168.9128064	8351	38.94
TOTALS		21444	100.00

Variable Name: W1PARENT027

Position: 7749 - 7761, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 27

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12978	60.52
C	3.43583746 - 13654.8321083	8466	39.48
TOTALS		21444	100.00

Variable Name: W1PARENT028

Position: 7762 - 7774, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 28

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12915	60.23
C	5.38250458 - 8074.23956934	8529	39.77
TOTALS		21444	100.00

Variable Name: W1PARENT029

Position: 7775 - 7787, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 29

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13670	63.75
C	9.67807509 - 11580.9952698	7774	36.25
TOTALS		21444	100.00

Variable Name: W1PARENT030

Position: 7788 - 7800, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 30

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13614	63.49
C	5.00796474 - 12014.4091098	7830	36.51
TOTALS		21444	100.00

Variable Name: W1PARENT031

Position: 7801 - 7813, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 31

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13110	61.14
C	6.75324262 - 8942.89593551	8334	38.86
TOTALS		21444	100.00

Variable Name: W1PARENT032

Position: 7814 - 7826, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 32

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13241	61.75
C	6.27417321 - 11198.2024552	8203	38.25
TOTALS		21444	100.00

Variable Name: W1PARENT033

Position: 7827 - 7839, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 33

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13176	61.44
C	3.67013054 - 6195.60553843	8268	38.56
TOTALS		21444	100.00

Variable Name: W1PARENT034

Position: 7840 - 7852, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 34

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13111	61.14
C	6.69550819 - 16653.7532883	8333	38.86
TOTALS		21444	100.00

Variable Name: W1PARENT035

Position: 7853 - 7865, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 35

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12973	60.50
C	8.09564978 - 12346.1023345	8471	39.50
TOTALS		21444	100.00

Variable Name: W1PARENT036

Position: 7866 - 7878, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 36

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12839	59.87
C	6.78092344 - 6704.96461476	8605	40.13
TOTALS		21444	100.00

Variable Name: W1PARENT037

Position: 7879 - 7891, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 37

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12689	59.17
C	4.4345653 - 12449.991953	8755	40.83
TOTALS		21444	100.00

Variable Name: W1PARENT038

Position: 7892 - 7904, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 38

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12938	60.33
C	4.51167831 - 13416.2825912	8506	39.67
TOTALS		21444	100.00

Variable Name: W1PARENT039

Position: 7905 - 7917, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 39

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13045	60.83
C	7.99587414 - 12328.4181258	8399	39.17
TOTALS		21444	100.00

Variable Name: W1PARENT040

Position: 7918 - 7930, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 40

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13433	62.64
C	4.09489385 - 7182.5346033	8011	37.36
TOTALS		21444	100.00

Variable Name: W1PARENT041

Position: 7931 - 7943, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 41

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13190	61.51
C	3.4800765 - 13061.4042271	8254	38.49
TOTALS		21444	100.00

Variable Name: W1PARENT042

Position: 7944 - 7956, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 42

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13428	62.62
C	4.39189196 - 16152.6857329	8016	37.38
TOTALS		21444	100.00

Variable Name: W1PARENT043

Position: 7957 - 7969, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 43

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13042	60.82
C	6.20212161 - 5437.57895633	8402	39.18
TOTALS		21444	100.00

Variable Name: W1PARENT044

Position: 7970 - 7982, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 44

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13391	62.45
C	4.01924432 - 14353.8502143	8053	37.55
TOTALS		21444	100.00

Variable Name: W1PARENT045

Position: 7983 - 7995, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 45

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12918	60.24
C	2.63995304 - 14449.4018612	8526	39.76
TOTALS		21444	100.00

Variable Name: W1PARENT046

Position: 7996 - 8008, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 46

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13057	60.89
C	9.17368175 - 6517.27331237	8387	39.11
TOTALS		21444	100.00

Variable Name: W1PARENT047

Position: 8009 - 8021, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 47

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12849	59.92
C	5.19114454 - 15258.7311331	8595	40.08
TOTALS		21444	100.00

Variable Name: W1PARENT048

Position: 8022 - 8034, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 48

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13167	61.40
C	3.72359056 - 6433.49212835	8277	38.60
TOTALS		21444	100.00

Variable Name: W1PARENT049

Position: 8035 - 8047, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 49

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13562	63.24
C	10.25781714 - 7428.13427597	7882	36.76
TOTALS		21444	100.00

Variable Name: W1PARENT050

Position: 8048 - 8060, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 50

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13041	60.81
C	4.70418397 - 17596.6368212	8403	39.19
TOTALS		21444	100.00

Variable Name: W1PARENT051

Position: 8061 - 8073, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 51

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13232	61.70
C	6.98887523 - 8319.66436616	8212	38.30
TOTALS		21444	100.00

Variable Name: W1PARENT052

Position: 8074 - 8086, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 52

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13537	63.13
C	7.79911014 - 16106.3904191	7907	36.87
TOTALS		21444	100.00

Variable Name: W1PARENT053

Position: 8087 - 8099, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 53

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13168	61.41
C	4.5838965 - 5998.69252656	8276	38.59
TOTALS		21444	100.00

Variable Name: W1PARENT054

Position: 8100 - 8112, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 54

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13462	62.78
C	5.91726255 - 12788.6986473	7982	37.22
TOTALS		21444	100.00

Variable Name: W1PARENT055

Position: 8113 - 8125, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 55

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13134	61.25
C	7.50975385 - 9585.7026019	8310	38.75
TOTALS		21444	100.00

Variable Name: W1PARENT056

Position: 8126 - 8138, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 56

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13414	62.55
C	7.43519776 - 13843.7154502	8030	37.45
TOTALS		21444	100.00

Variable Name: W1PARENT057

Position: 8139 - 8151, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 57

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13451	62.73
C	3.68917371 - 11481.1404165	7993	37.27
TOTALS		21444	100.00

Variable Name: W1PARENT058

Position: 8152 - 8164, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 58

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13387	62.43
C	7.88099361 - 8970.28401445	8057	37.57
TOTALS		21444	100.00

Variable Name: W1PARENT059

Position: 8165 - 8177, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 59

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13333	62.18
C	5.83469871 - 8830.85796243	8111	37.82
TOTALS		21444	100.00

Variable Name: W1PARENT060

Position: 8178 - 8190, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 60

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13115	61.16
C	2.5306063 - 15001.4638743	8329	38.84
TOTALS		21444	100.00

Variable Name: W1PARENT061

Position: 8191 - 8203, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 61

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13354	62.27
C	7.18130334 - 12740.1818996	8090	37.73
TOTALS		21444	100.00

Variable Name: W1PARENT062

Position: 8204 - 8216, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 62

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12907	60.19
C	5.68205627 - 10839.940847	8537	39.81
TOTALS		21444	100.00

Variable Name: W1PARENT063

Position: 8217 - 8229, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 63

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12895	60.13
C	4.05351419 - 11902.0106852	8549	39.87
TOTALS		21444	100.00

Variable Name: W1PARENT064

Position: 8230 - 8242, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 64

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13050	60.86
C	4.15943716 - 6454.84559998	8394	39.14
TOTALS		21444	100.00

Variable Name: W1PARENT065

Position: 8243 - 8255, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 65

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13374	62.37
C	2.80035092 - 11971.9002927	8070	37.63
TOTALS		21444	100.00

Variable Name: W1PARENT066

Position: 8256 - 8268, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 66

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13272	61.89
C	4.28761499 - 10942.961886	8172	38.11
TOTALS		21444	100.00

Variable Name: W1PARENT067

Position: 8269 - 8281, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 67

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13123	61.20
C	4.8418725 - 9067.79771476	8321	38.80
TOTALS		21444	100.00

Variable Name: W1PARENT068

Position: 8282 - 8294, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 68

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13456	62.75
C	3.88449727 - 15884.576529	7988	37.25
TOTALS		21444	100.00

Variable Name: W1PARENT069

Position: 8295 - 8307, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 69

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13126	61.21
C	3.76985582 - 11938.8981047	8318	38.79
TOTALS		21444	100.00

Variable Name: W1PARENT070

Position: 8308 - 8320, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 70

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13290	61.98
C	6.11117954 - 11593.5993657	8154	38.02
TOTALS		21444	100.00

Variable Name: W1PARENT071

Position: 8321 - 8333, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 71

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13260	61.84
C	4.98697074 - 9976.24494126	8184	38.16
TOTALS		21444	100.00

Variable Name: W1PARENT072

Position: 8334 - 8346, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 72

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12722	59.33
C	4.27861418 - 10593.6064912	8722	40.67
TOTALS		21444	100.00

Variable Name: W1PARENT073

Position: 8347 - 8359, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 73

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13489	62.90
C	3.87109509 - 13289.4114756	7955	37.10
TOTALS		21444	100.00

Variable Name: W1PARENT074

Position: 8360 - 8372, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 74

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13052	60.87
C	8.53730388 - 8805.002952	8392	39.13
TOTALS		21444	100.00

Variable Name: W1PARENT075

Position: 8373 - 8385, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 75

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13324	62.13
C	7.29633272 - 6701.3338598	8120	37.87
TOTALS		21444	100.00

Variable Name: W1PARENT076

Position: 8386 - 8398, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 76

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13371	62.35
C	4.65027687 - 12069.3517022	8073	37.65
TOTALS		21444	100.00

Variable Name: W1PARENT077

Position: 8399 - 8411, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 77

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13174	61.43
C	4.91231916 - 6638.52722506	8270	38.57
TOTALS		21444	100.00

Variable Name: W1PARENT078

Position: 8412 - 8424, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 78

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12761	59.51
C	9.09414442 - 7929.90561594	8683	40.49
TOTALS		21444	100.00

Variable Name: W1PARENT079

Position: 8425 - 8437, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 79

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13064	60.92
C	4.34632861 - 9525.80535965	8380	39.08
TOTALS		21444	100.00

Variable Name: W1PARENT080

Position: 8438 - 8450, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 80

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13221	61.65
C	10.62004777 - 6588.53461948	8223	38.35
TOTALS		21444	100.00

Variable Name: W1PARENT081

Position: 8451 - 8463, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 81

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13353	62.27
C	8.2879277 - 16612.6341559	8091	37.73
TOTALS		21444	100.00

Variable Name: W1PARENT082

Position: 8464 - 8476, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 82

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13526	63.08
C	6.77082209 - 14796.3370056	7918	36.92
TOTALS		21444	100.00

Variable Name: W1PARENT083

Position: 8477 - 8489, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 83

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13195	61.53
C	5.39022215 - 6467.05515047	8249	38.47
TOTALS		21444	100.00

Variable Name: W1PARENT084

Position: 8490 - 8502, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 84

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13685	63.82
C	4.27505149 - 6610.92817703	7759	36.18
TOTALS		21444	100.00

Variable Name: W1PARENT085

Position: 8503 - 8515, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 85

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12988	60.57
C	4.13162947 - 15594.9273975	8456	39.43
TOTALS		21444	100.00

Variable Name: W1PARENT086

Position: 8516 - 8528, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 86

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13113	61.15
C	9.99597374 - 7870.6795267	8331	38.85
TOTALS		21444	100.00

Variable Name: W1PARENT087

Position: 8529 - 8541, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 87

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13551	63.19
C	6.31395389 - 12353.5234831	7893	36.81
TOTALS		21444	100.00

Variable Name: W1PARENT088

Position: 8542 - 8554, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 88

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13610	63.47
C	4.82768223 - 7203.00537129	7834	36.53
TOTALS		21444	100.00

Variable Name: W1PARENT089

Position: 8555 - 8567, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 89

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13197	61.54
C	8.73379964 - 15187.1326072	8247	38.46
TOTALS		21444	100.00

Variable Name: W1PARENT090

Position: 8568 - 8580, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 90

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12760	59.50
C	4.45416109 - 7440.81177234	8684	40.50
TOTALS		21444	100.00

Variable Name: W1PARENT091

Position: 8581 - 8593, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 91

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13333	62.18
C	6.0723901 - 13393.3074223	8111	37.82
TOTALS		21444	100.00

Variable Name: W1PARENT092

Position: 8594 - 8606, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 92

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13627	63.55
C	4.60989463 - 13939.6755525	7817	36.45
TOTALS		21444	100.00

Variable Name: W1PARENT093

Position: 8607 - 8619, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 93

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13134	61.25
C	8.93478764 - 7506.1226684	8310	38.75
TOTALS		21444	100.00

Variable Name: W1PARENT094

Position: 8620 - 8632, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 94

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12760	59.50
C	3.345808 - 11969.1794671	8684	40.50
TOTALS		21444	100.00

Variable Name: W1PARENT095

Position: 8633 - 8645, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 95

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13195	61.53
C	6.91567889 - 8028.50052758	8249	38.47
TOTALS		21444	100.00

Variable Name: W1PARENT096

Position: 8646 - 8658, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 96

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13207	61.59
C	6.34918795 - 6058.11312188	8237	38.41
TOTALS		21444	100.00

Variable Name: W1PARENT097

Position: 8659 - 8671, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 97

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13385	62.42
C	7.18144742 - 12587.66813	8059	37.58
TOTALS		21444	100.00

Variable Name: W1PARENT098

Position: 8672 - 8684, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 98

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13168	61.41
C	11.23793073 - 9208.88136827	8276	38.59
TOTALS		21444	100.00

Variable Name: W1PARENT099

Position: 8685 - 8697, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 99

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13161	61.37
C	5.74666898 - 7247.73186657	8283	38.63
TOTALS		21444	100.00

Variable Name: W1PARENT100

Position: 8698 - 8710, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 100

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13114	61.15
C	4.67778504 - 13847.4839215	8330	38.85
TOTALS		21444	100.00

Variable Name: W1PARENT101

Position: 8711 - 8723, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 101

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13772	64.22
C	8.45354357 - 10212.5846837	7672	35.78
TOTALS		21444	100.00

Variable Name: W1PARENT102

Position: 8724 - 8736, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 102

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13313	62.08
C	8.27644512 - 6075.53815797	8131	37.92
TOTALS		21444	100.00

Variable Name: W1PARENT103

Position: 8737 - 8749, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 103

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13333	62.18
C	5.21605017 - 7837.86597209	8111	37.82
TOTALS		21444	100.00

Variable Name: W1PARENT104

Position: 8750 - 8762, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 104

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12966	60.46
C	6.51648137 - 12497.7229862	8478	39.54
TOTALS		21444	100.00

Variable Name: W1PARENT105

Position: 8763 - 8775, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 105

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13569	63.28
C	5.49561582 - 6028.23234783	7875	36.72
TOTALS		21444	100.00

Variable Name: W1PARENT106

Position: 8776 - 8788, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 106

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13418	62.57
C	8.71706436 - 6226.26023418	8026	37.43
TOTALS		21444	100.00

Variable Name: W1PARENT107

Position: 8789 - 8801, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 107

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13183	61.48
C	2.97014999 - 11581.3685732	8261	38.52
TOTALS		21444	100.00

Variable Name: W1PARENT108

Position: 8802 - 8814, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 108

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13152	61.33
C	5.5602625 - 11743.7538547	8292	38.67
TOTALS		21444	100.00

Variable Name: W1PARENT109

Position: 8815 - 8827, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 109

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12995	60.60
C	6.75822982 - 12269.7275915	8449	39.40
TOTALS		21444	100.00

Variable Name: W1PARENT110

Position: 8828 - 8840, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 110

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13231	61.70
C	4.54959335 - 7576.19456019	8213	38.30
TOTALS		21444	100.00

Variable Name: W1PARENT111

Position: 8841 - 8853, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 111

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13557	63.22
C	3.0630006 - 13634.6109649	7887	36.78
TOTALS		21444	100.00

Variable Name: W1PARENT112

Position: 8854 - 8866, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 112

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13198	61.55
C	3.69621032 - 14688.2945449	8246	38.45
TOTALS		21444	100.00

Variable Name: W1PARENT113

Position: 8867 - 8879, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 113

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13151	61.33
C	7.06837377 - 8622.23869045	8293	38.67
TOTALS		21444	100.00

Variable Name: W1PARENT114

Position: 8880 - 8892, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 114

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13294	61.99
C	3.50295575 - 13365.6857315	8150	38.01
TOTALS		21444	100.00

Variable Name: W1PARENT115

Position: 8893 - 8905, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 115

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13605	63.44
C	4.45489957 - 7319.86892774	7839	36.56
TOTALS		21444	100.00

Variable Name: W1PARENT116

Position: 8906 - 8918, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 116

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12940	60.34
C	6.17508321 - 7941.65419893	8504	39.66
TOTALS		21444	100.00

Variable Name: W1PARENT117

Position: 8919 - 8931, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 117

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13454	62.74
C	5.64702463 - 8111.55031112	7990	37.26
TOTALS		21444	100.00

Variable Name: W1PARENT118

Position: 8932 - 8944, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 118

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13305	62.05
C	8.518203 - 13056.926547	8139	37.95
TOTALS		21444	100.00

Variable Name: W1PARENT119

Position: 8945 - 8957, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 119

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13429	62.62
C	8.85405044 - 8343.87832026	8015	37.38
TOTALS		21444	100.00

Variable Name: W1PARENT120

Position: 8958 - 8970, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 120

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13112	61.15
C	8.88920814 - 7513.31685689	8332	38.85
TOTALS		21444	100.00

Variable Name: W1PARENT121

Position: 8971 - 8983, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 121

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13322	62.12
C	6.60655069 - 7031.45976222	8122	37.88
TOTALS		21444	100.00

Variable Name: W1PARENT122

Position: 8984 - 8996, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 122

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13043	60.82
C	10.84834248 - 7045.50378635	8401	39.18
TOTALS		21444	100.00

Variable Name: W1PARENT123

Position: 8997 - 9009, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 123

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13157	61.36
C	8.54286577 - 8934.86150039	8287	38.64
TOTALS		21444	100.00

Variable Name: W1PARENT124

Position: 9010 - 9022, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 124

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12792	59.65
C	3.42153841 - 20124.6032377	8652	40.35
TOTALS		21444	100.00

Variable Name: W1PARENT125

Position: 9023 - 9035, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 125

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13342	62.22
C	5.58605792 - 12660.6909191	8102	37.78
TOTALS		21444	100.00

Variable Name: W1PARENT126

Position: 9036 - 9048, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 126

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13603	63.43
C	6.95632962 - 8595.52704325	7841	36.57
TOTALS		21444	100.00

Variable Name: W1PARENT127

Position: 9049 - 9061, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 127

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12876	60.04
C	4.57861936 - 6417.38763822	8568	39.96
TOTALS		21444	100.00

Variable Name: W1PARENT128

Position: 9062 - 9074, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 128

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13591	63.38
C	4.76101865 - 8192.61935656	7853	36.62
TOTALS		21444	100.00

Variable Name: W1PARENT129

Position: 9075 - 9087, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 129

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13326	62.14
C	8.43990283 - 10869.0109682	8118	37.86
TOTALS		21444	100.00

Variable Name: W1PARENT130

Position: 9088 - 9100, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 130

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13044	60.83
C	6.94150153 - 12855.8217351	8400	39.17
TOTALS		21444	100.00

Variable Name: W1PARENT131

Position: 9101 - 9113, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 131

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13246	61.77
C	9.14939828 - 7259.70240334	8198	38.23
TOTALS		21444	100.00

Variable Name: W1PARENT132

Position: 9114 - 9126, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 132

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13279	61.92
C	4.66465388 - 7841.06102485	8165	38.08
TOTALS		21444	100.00

Variable Name: W1PARENT133

Position: 9127 - 9139, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 133

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13093	61.06
C	4.64692296 - 6989.68537684	8351	38.94
TOTALS		21444	100.00

Variable Name: W1PARENT134

Position: 9140 - 9152, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 134

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12718	59.31
C	7.47223301 - 6515.33531653	8726	40.69
TOTALS		21444	100.00

Variable Name: W1PARENT135

Position: 9153 - 9165, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 135

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13187	61.50
C	8.24033868 - 10791.6042373	8257	38.50
TOTALS		21444	100.00

Variable Name: W1PARENT136

Position: 9166 - 9178, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 136

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13273	61.90
C	6.64838287 - 7780.66091651	8171	38.10
TOTALS		21444	100.00

Variable Name: W1PARENT137

Position: 9179 - 9191, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 137

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13140	61.28
C	5.76060877 - 13378.7630771	8304	38.72
TOTALS		21444	100.00

Variable Name: W1PARENT138

Position: 9192 - 9204, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 138

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13036	60.79
C	10.11147065 - 10466.4400454	8408	39.21
TOTALS		21444	100.00

Variable Name: W1PARENT139

Position: 9205 - 9217, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 139

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12999	60.62
C	8.5532957 - 15874.6708292	8445	39.38
TOTALS		21444	100.00

Variable Name: W1PARENT140

Position: 9218 - 9230, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 140

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13437	62.66
C	4.98698141 - 9188.17792364	8007	37.34
TOTALS		21444	100.00

Variable Name: W1PARENT141

Position: 9231 - 9243, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 141

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13612	63.48
C	3.47023272 - 15122.5620812	7832	36.52
TOTALS		21444	100.00

Variable Name: W1PARENT142

Position: 9244 - 9256, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 142

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13282	61.94
C	4.59571758 - 6651.69796158	8162	38.06
TOTALS		21444	100.00

Variable Name: W1PARENT143

Position: 9257 - 9269, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 143

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13351	62.26
C	7.08664848 - 11668.699063	8093	37.74
TOTALS		21444	100.00

Variable Name: W1PARENT144

Position: 9270 - 9282, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 144

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13354	62.27
C	4.33163625 - 11351.8429031	8090	37.73
TOTALS		21444	100.00

Variable Name: W1PARENT145

Position: 9283 - 9295, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 145

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13369	62.34
C	7.9833515 - 16329.8393641	8075	37.66
TOTALS		21444	100.00

Variable Name: W1PARENT146

Position: 9296 - 9308, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 146

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12903	60.17
C	4.63595582 - 14427.9367875	8541	39.83
TOTALS		21444	100.00

Variable Name: W1PARENT147

Position: 9309 - 9321, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 147

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13181	61.47
C	2.76191986 - 13710.6670285	8263	38.53
TOTALS		21444	100.00

Variable Name: W1PARENT148

Position: 9322 - 9334, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 148

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13175	61.44
C	3.36905399 - 12209.6119909	8269	38.56
TOTALS		21444	100.00

Variable Name: W1PARENT149

Position: 9335 - 9347, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 149

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13210	61.60
C	3.74572439 - 8567.2967959	8234	38.40
TOTALS		21444	100.00

Variable Name: W1PARENT150

Position: 9348 - 9360, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 150

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13336	62.19
C	3.94365075 - 7623.96272442	8108	37.81
TOTALS		21444	100.00

Variable Name: W1PARENT151

Position: 9361 - 9373, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 151

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13218	61.64
C	5.67380168 - 7240.62693467	8226	38.36
TOTALS		21444	100.00

Variable Name: W1PARENT152

Position: 9374 - 9386, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 152

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13285	61.95
C	9.43597912 - 14551.699489	8159	38.05
TOTALS		21444	100.00

Variable Name: W1PARENT153

Position: 9387 - 9399, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 153

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13087	61.03
C	9.5646643 - 15670.4601785	8357	38.97
TOTALS		21444	100.00

Variable Name: W1PARENT154

Position: 9400 - 9412, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 154

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13420	62.58
C	11.17850176 - 15079.291505	8024	37.42
TOTALS		21444	100.00

Variable Name: W1PARENT155

Position: 9413 - 9425, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 155

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13261	61.84
C	4.67369731 - 14255.8345058	8183	38.16
TOTALS		21444	100.00

Variable Name: W1PARENT156

Position: 9426 - 9438, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 156

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13404	62.51
C	5.72977796 - 6707.47184173	8040	37.49
TOTALS		21444	100.00

Variable Name: W1PARENT157

Position: 9439 - 9451, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 157

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13372	62.36
C	2.9862745 - 13763.059355	8072	37.64
TOTALS		21444	100.00

Variable Name: W1PARENT158

Position: 9452 - 9464, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 158

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12985	60.55
C	3.90622396 - 15674.2481909	8459	39.45
TOTALS		21444	100.00

Variable Name: W1PARENT159

Position: 9465 - 9477, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 159

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13412	62.54
C	9.23908848 - 7622.76783904	8032	37.46
TOTALS		21444	100.00

Variable Name: W1PARENT160

Position: 9478 - 9490, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 160

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13323	62.13
C	4.97213397 - 12050.190823	8121	37.87
TOTALS		21444	100.00

Variable Name: W1PARENT161

Position: 9491 - 9503, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 161

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13045	60.83
C	3.01220609 - 6880.97371907	8399	39.17
TOTALS		21444	100.00

Variable Name: W1PARENT162

Position: 9504 - 9516, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 162

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12760	59.50
C	7.91355973 - 7438.1660176	8684	40.50
TOTALS		21444	100.00

Variable Name: W1PARENT163

Position: 9517 - 9529, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 163

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13073	60.96
C	5.26052319 - 14121.217508	8371	39.04
TOTALS		21444	100.00

Variable Name: W1PARENT164

Position: 9530 - 9542, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 164

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13667	63.73
C	9.91939942 - 11624.8675443	7777	36.27
TOTALS		21444	100.00

Variable Name: W1PARENT165

Position: 9543 - 9555, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 165

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13405	62.51
C	5.06627838 - 11615.3663118	8039	37.49
TOTALS		21444	100.00

Variable Name: W1PARENT166

Position: 9556 - 9568, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 166

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12688	59.17
C	4.37021087 - 13084.4137367	8756	40.83
TOTALS		21444	100.00

Variable Name: W1PARENT167

Position: 9569 - 9581, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 167

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13041	60.81
C	6.03623226 - 14441.8563859	8403	39.19
TOTALS		21444	100.00

Variable Name: W1PARENT168

Position: 9582 - 9594, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 168

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13320	62.12
C	5.1323137 - 6488.91956776	8124	37.88
TOTALS		21444	100.00

Variable Name: W1PARENT169

Position: 9595 - 9607, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 169

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13157	61.36
C	2.571846 - 12938.262991	8287	38.64
TOTALS		21444	100.00

Variable Name: W1PARENT170

Position: 9608 - 9620, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 170

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13726	64.01
C	7.21138062 - 8210.41848101	7718	35.99
TOTALS		21444	100.00

Variable Name: W1PARENT171

Position: 9621 - 9633, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 171

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13605	63.44
C	6.82863283 - 14568.9393627	7839	36.56
TOTALS		21444	100.00

Variable Name: W1PARENT172

Position: 9634 - 9646, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 172

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13400	62.49
C	5.31417973 - 6156.6002042	8044	37.51
TOTALS		21444	100.00

Variable Name: W1PARENT173

Position: 9647 - 9659, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 173

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13533	63.11
C	7.17277917 - 6554.19142133	7911	36.89
TOTALS		21444	100.00

Variable Name: W1PARENT174

Position: 9660 - 9672, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 174

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13104	61.11
C	5.22112666 - 8721.69056062	8340	38.89
TOTALS		21444	100.00

Variable Name: W1PARENT175

Position: 9673 - 9685, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 175

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13178	61.45
C	7.28976265 - 15123.6575368	8266	38.55
TOTALS		21444	100.00

Variable Name: W1PARENT176

Position: 9686 - 9698, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 176

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12974	60.50
C	9.32376964 - 6145.88717713	8470	39.50
TOTALS		21444	100.00

Variable Name: W1PARENT177

Position: 9699 - 9711, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 177

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13771	64.22
C	10.96581502 - 14253.3690617	7673	35.78
TOTALS		21444	100.00

Variable Name: W1PARENT178

Position: 9712 - 9724, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 178

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13229	61.69
C	3.36852162 - 13855.6912254	8215	38.31
TOTALS		21444	100.00

Variable Name: W1PARENT179

Position: 9725 - 9737, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 179

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12994	60.60
C	7.86435878 - 13827.2371956	8450	39.40
TOTALS		21444	100.00

Variable Name: W1PARENT180

Position: 9738 - 9750, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 180

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13218	61.64
C	4.4044752 - 14454.2556651	8226	38.36
TOTALS		21444	100.00

Variable Name: W1PARENT181

Position: 9751 - 9763, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 181

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13148	61.31
C	4.13597465 - 8324.91863621	8296	38.69
TOTALS		21444	100.00

Variable Name: W1PARENT182

Position: 9764 - 9776, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 182

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13269	61.88
C	4.07039976 - 7448.91202941	8175	38.12
TOTALS		21444	100.00

Variable Name: W1PARENT183

Position: 9777 - 9789, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 183

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12836	59.86
C	4.4058853 - 14789.9574565	8608	40.14
TOTALS		21444	100.00

Variable Name: W1PARENT184

Position: 9790 - 9802, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 184

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12971	60.49
C	7.61234813 - 9709.32498989	8473	39.51
TOTALS		21444	100.00

Variable Name: W1PARENT185

Position: 9803 - 9815, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 185

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13362	62.31
C	4.24485375 - 7141.83709783	8082	37.69
TOTALS		21444	100.00

Variable Name: W1PARENT186

Position: 9816 - 9828, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 186

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13329	62.16
C	8.55831872 - 7788.67992058	8115	37.84
TOTALS		21444	100.00

Variable Name: W1PARENT187

Position: 9829 - 9841, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 187

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13264	61.85
C	8.38103654 - 7072.74370173	8180	38.15
TOTALS		21444	100.00

Variable Name: W1PARENT188

Position: 9842 - 9854, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 188

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13039	60.80
C	6.39804228 - 11146.459281	8405	39.20
TOTALS		21444	100.00

Variable Name: W1PARENT189

Position: 9855 - 9867, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 189

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12978	60.52
C	7.49683093 - 14386.0527896	8466	39.48
TOTALS		21444	100.00

Variable Name: W1PARENT190

Position: 9868 - 9880, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 190

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13378	62.39
C	8.33000904 - 13998.7169925	8066	37.61
TOTALS		21444	100.00

Variable Name: W1PARENT191

Position: 9881 - 9893, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 191

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13379	62.39
C	5.61688214 - 8719.13949861	8065	37.61
TOTALS		21444	100.00

Variable Name: W1PARENT192

Position: 9894 - 9906, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 192

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13267	61.87
C	5.41994388 - 7773.53357272	8177	38.13
TOTALS		21444	100.00

Variable Name: W1PARENT193

Position: 9907 - 9919, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 193

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13149	61.32
C	4.18971685 - 5989.78455897	8295	38.68
TOTALS		21444	100.00

Variable Name: W1PARENT194

Position: 9920 - 9932, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 194

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13181	61.47
C	7.97813685 - 7690.40009109	8263	38.53
TOTALS		21444	100.00

Variable Name: W1PARENT195

Position: 9933 - 9945, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 195

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13174	61.43
C	9.81636776 - 7828.96125276	8270	38.57
TOTALS		21444	100.00

Variable Name: W1PARENT196

Position: 9946 - 9958, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 196

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13388	62.43
C	7.71057166 - 8293.67248529	8056	37.57
TOTALS		21444	100.00

Variable Name: W1PARENT197

Position: 9959 - 9971, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 197

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13206	61.58
C	6.3253142 - 12474.5322716	8238	38.42
TOTALS		21444	100.00

Variable Name: W1PARENT198

Position: 9972 - 9984, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 198

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13185	61.49
C	6.30455679 - 8550.75787222	8259	38.51
TOTALS		21444	100.00

Variable Name: W1PARENT199

Position: 9985 - 9997, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 199

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13181	61.47
C	10.20989889 - 12401.465833	8263	38.53
TOTALS		21444	100.00

Variable Name: W1PARENT200

Position: 9998 - 10010, Format: N13.8

Variable Label: W1 BRR student home analytic weight for replicate 200

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's home, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1PARENT). See section 6.5.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12918	60.24
C	3.75938204 - 6422.64343695	8526	39.76
TOTALS		21444	100.00

Variable Name: W1MATHTCH001

Position: 10011 - 10023, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 1

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13018	60.71
C	6.49288767 - 23519.2265929	8426	39.29
TOTALS		21444	100.00

Variable Name: W1MATHTCH002

Position: 10024 - 10036, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 2

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13340	62.21
C	6.94390329 - 8847.92410525	8104	37.79
TOTALS		21444	100.00

Variable Name: W1MATHTCH003

Position: 10037 - 10049, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 3

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13542	63.15
C	3.75996724 - 7077.91491018	7902	36.85
TOTALS		21444	100.00

Variable Name: W1MATHTCH004

Position: 10050 - 10062, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 4

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13355	62.28
C	4.52211773 - 28234.544884	8089	37.72
TOTALS		21444	100.00

Variable Name: W1MATHTCH005

Position: 10063 - 10075, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 5

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13443	62.69
C	8.61113734 - 25283.5651947	8001	37.31
TOTALS		21444	100.00

Variable Name: W1MATHTCH006

Position: 10076 - 10088, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 6

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13581	63.33
C	6.48670367 - 21065.625901	7863	36.67
TOTALS		21444	100.00

Variable Name: W1MATHTCH007

Position: 10089 - 10101, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 7

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13368	62.34
C	4.48899127 - 28525.2056108	8076	37.66
TOTALS		21444	100.00

Variable Name: W1MATHTCH008

Position: 10102 - 10114, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 8

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13771	64.22
C	6.38551431 - 22914.9906963	7673	35.78
TOTALS		21444	100.00

Variable Name: W1MATHTCH009

Position: 10115 - 10127, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 9

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13469	62.81
C	6.15111514 - 25858.4488735	7975	37.19
TOTALS		21444	100.00

Variable Name: W1MATHTCH010

Position: 10128 - 10140, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 10

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13311	62.07
C	4.40073624 - 10715.8609679	8133	37.93
TOTALS		21444	100.00

Variable Name: W1MATHTCH011

Position: 10141 - 10153, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 11

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13518	63.04
C	6.90083292 - 8953.042647	7926	36.96
TOTALS		21444	100.00

Variable Name: W1MATHTCH012

Position: 10154 - 10166, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 12

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13457	62.75
C	6.4246988 - 21525.2236919	7987	37.25
TOTALS		21444	100.00

Variable Name: W1MATHTCH013

Position: 10167 - 10179, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 13

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13866	64.66
C	6.98031579 - 18398.6617842	7578	35.34
TOTALS		21444	100.00

Variable Name: W1MATHTCH014

Position: 10180 - 10192, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 14

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13936	64.99
C	5.21121446 - 17660.6726608	7508	35.01
TOTALS		21444	100.00

Variable Name: W1MATHTCH015

Position: 10193 - 10205, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 15

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13601	63.43
C	6.20270489 - 6586.63431482	7843	36.57
TOTALS		21444	100.00

Variable Name: W1MATHTCH016

Position: 10206 - 10218, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 16

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13599	63.42
C	7.35148239 - 9513.82813174	7845	36.58
TOTALS		21444	100.00

Variable Name: W1MATHTCH017

Position: 10219 - 10231, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 17

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13524	63.07
C	7.12188498 - 21620.7056532	7920	36.93
TOTALS		21444	100.00

Variable Name: W1MATHTCH018

Position: 10232 - 10244, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 18

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13368	62.34
C	6.05484244 - 20975.9045858	8076	37.66
TOTALS		21444	100.00

Variable Name: W1MATHTCH019

Position: 10245 - 10257, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 19

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13633	63.57
C	12.27822228 - 23492.8520772	7811	36.43
TOTALS		21444	100.00

Variable Name: W1MATHTCH020

Position: 10258 - 10270, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 20

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13503	62.97
C	3.79035036 - 25923.4866157	7941	37.03
TOTALS		21444	100.00

Variable Name: W1MATHTCH021

Position: 10271 - 10283, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 21

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13769	64.21
C	7.33533828 - 42026.2578193	7675	35.79
TOTALS		21444	100.00

Variable Name: W1MATHTCH022

Position: 10284 - 10296, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 22

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13335	62.19
C	7.06467982 - 8108.20253357	8109	37.81
TOTALS		21444	100.00

Variable Name: W1MATHTCH023

Position: 10297 - 10309, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 23

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13358	62.29
C	4.05269523 - 23759.4088748	8086	37.71
TOTALS		21444	100.00

Variable Name: W1MATHTCH024

Position: 10310 - 10322, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 24

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13475	62.84
C	5.13983621 - 18252.5327979	7969	37.16
TOTALS		21444	100.00

Variable Name: W1MATHTCH025

Position: 10323 - 10335, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 25

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13602	63.43
C	6.55440976 - 21491.6840386	7842	36.57
TOTALS		21444	100.00

Variable Name: W1MATHTCH026

Position: 10336 - 10348, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 26

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13394	62.46
C	4.7937557 - 7798.34785045	8050	37.54
TOTALS		21444	100.00

Variable Name: W1MATHTCH027

Position: 10349 - 10361, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 27

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13175	61.44
C	4.61878652 - 23169.7135758	8269	38.56
TOTALS		21444	100.00

Variable Name: W1MATHTCH028

Position: 10362 - 10374, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 28

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13298	62.01
C	5.60045029 - 10626.0834296	8146	37.99
TOTALS		21444	100.00

Variable Name: W1MATHTCH029

Position: 10375 - 10387, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 29

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13889	64.77
C	9.70545179 - 12005.2127877	7555	35.23
TOTALS		21444	100.00

Variable Name: W1MATHTCH030

Position: 10388 - 10400, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 30

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13746	64.10
C	6.45108663 - 18901.2159099	7698	35.90
TOTALS		21444	100.00

Variable Name: W1MATHTCH031

Position: 10401 - 10413, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 31

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13058	60.89
C	6.24513198 - 9910.82884777	8386	39.11
TOTALS		21444	100.00

Variable Name: W1MATHTCH032

Position: 10414 - 10426, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 32

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13365	62.33
C	6.15491033 - 11988.9997664	8079	37.67
TOTALS		21444	100.00

Variable Name: W1MATHTCH033

Position: 10427 - 10439, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 33

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13541	63.15
C	4.42367595 - 8765.64735979	7903	36.85
TOTALS		21444	100.00

Variable Name: W1MATHTCH034

Position: 10440 - 10452, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 34

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13322	62.12
C	6.66634928 - 30796.6153857	8122	37.88
TOTALS		21444	100.00

Variable Name: W1MATHTCH035

Position: 10453 - 10465, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 35

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13064	60.92
C	7.12965838 - 19586.9196543	8380	39.08
TOTALS		21444	100.00

Variable Name: W1MATHTCH036

Position: 10466 - 10478, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 36

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13129	61.22
C	6.00532944 - 8285.95298943	8315	38.78
TOTALS		21444	100.00

Variable Name: W1MATHTCH037

Position: 10479 - 10491, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 37

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13036	60.79
C	5.61012266 - 21752.233928	8408	39.21
TOTALS		21444	100.00

Variable Name: W1MATHTCH038

Position: 10492 - 10504, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 38

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13225	61.67
C	5.13459909 - 23257.9380448	8219	38.33
TOTALS		21444	100.00

Variable Name: W1MATHTCH039

Position: 10505 - 10517, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 39

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13225	61.67
C	8.01322037 - 18927.4699667	8219	38.33
TOTALS		21444	100.00

Variable Name: W1MATHTCH040

Position: 10518 - 10530, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 40

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13562	63.24
C	4.33828007 - 8240.69891187	7882	36.76
TOTALS		21444	100.00

Variable Name: W1MATHTCH041

Position: 10531 - 10543, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 41

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13178	61.45
C	4.59788088 - 22021.1150921	8266	38.55
TOTALS		21444	100.00

Variable Name: W1MATHTCH042

Position: 10544 - 10556, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 42

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13618	63.50
C	5.22114832 - 28675.0996968	7826	36.50
TOTALS		21444	100.00

Variable Name: W1MATHTCH043

Position: 10557 - 10569, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 43

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13139	61.27
C	6.04581749 - 6833.35058104	8305	38.73
TOTALS		21444	100.00

Variable Name: W1MATHTCH044

Position: 10570 - 10582, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 44

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13537	63.13
C	5.36982093 - 22606.4219325	7907	36.87
TOTALS		21444	100.00

Variable Name: W1MATHTCH045

Position: 10583 - 10595, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 45

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13172	61.43
C	3.62942102 - 23613.8289614	8272	38.57
TOTALS		21444	100.00

Variable Name: W1MATHTCH046

Position: 10596 - 10608, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 46

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13351	62.26
C	9.95445818 - 9007.10500046	8093	37.74
TOTALS		21444	100.00

Variable Name: W1MATHTCH047

Position: 10609 - 10621, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 47

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12941	60.35
C	5.51990248 - 23361.7388608	8503	39.65
TOTALS		21444	100.00

Variable Name: W1MATHTCH048

Position: 10622 - 10634, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 48

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13355	62.28
C	4.38154045 - 6512.32773396	8089	37.72
TOTALS		21444	100.00

Variable Name: W1MATHTCH049

Position: 10635 - 10647, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 49

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13620	63.51
C	8.78885378 - 9597.08292407	7824	36.49
TOTALS		21444	100.00

Variable Name: W1MATHTCH050

Position: 10648 - 10660, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 50

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13065	60.93
C	5.49348137 - 28693.0501275	8379	39.07
TOTALS		21444	100.00

Variable Name: W1MATHTCH051

Position: 10661 - 10673, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 51

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13284	61.95
C	6.18876864 - 9479.68968318	8160	38.05
TOTALS		21444	100.00

Variable Name: W1MATHTCH052

Position: 10674 - 10686, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 52

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13732	64.04
C	6.77500147 - 33809.0019267	7712	35.96
TOTALS		21444	100.00

Variable Name: W1MATHTCH053

Position: 10687 - 10699, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 53

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13255	61.81
C	5.2507014 - 7219.9954729	8189	38.19
TOTALS		21444	100.00

Variable Name: W1MATHTCH054

Position: 10700 - 10712, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 54

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13646	63.64
C	6.23978028 - 18752.8955829	7798	36.36
TOTALS		21444	100.00

Variable Name: W1MATHTCH055

Position: 10713 - 10725, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 55

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13401	62.49
C	8.07763527 - 9610.72273829	8043	37.51
TOTALS		21444	100.00

Variable Name: W1MATHTCH056

Position: 10726 - 10738, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 56

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13635	63.58
C	7.16952695 - 22737.5534633	7809	36.42
TOTALS		21444	100.00

Variable Name: W1MATHTCH057

Position: 10739 - 10751, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 57

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13626	63.54
C	4.39733182 - 19621.7713198	7818	36.46
TOTALS		21444	100.00

Variable Name: W1MATHTCH058

Position: 10752 - 10764, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 58

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13601	63.43
C	7.31523453 - 16680.1872582	7843	36.57
TOTALS		21444	100.00

Variable Name: W1MATHTCH059

Position: 10765 - 10777, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 59

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13510	63.00
C	5.03771289 - 8852.85632643	7934	37.00
TOTALS		21444	100.00

Variable Name: W1MATHTCH060

Position: 10778 - 10790, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 60

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13122	61.19
C	3.5343915 - 25593.8128194	8322	38.81
TOTALS		21444	100.00

Variable Name: W1MATHTCH061

Position: 10791 - 10803, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 61

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13708	63.92
C	9.20554086 - 19313.5797706	7736	36.08
TOTALS		21444	100.00

Variable Name: W1MATHTCH062

Position: 10804 - 10816, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 62

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13355	62.28
C	6.06857694 - 18387.0100464	8089	37.72
TOTALS		21444	100.00

Variable Name: W1MATHTCH063

Position: 10817 - 10829, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 63

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13101	61.09
C	5.47847947 - 20177.8518998	8343	38.91
TOTALS		21444	100.00

Variable Name: W1MATHTCH064

Position: 10830 - 10842, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 64

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13127	61.22
C	5.29513186 - 7986.10293753	8317	38.78
TOTALS		21444	100.00

Variable Name: W1MATHTCH065

Position: 10843 - 10855, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 65

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13613	63.48
C	3.50661559 - 18444.5283185	7831	36.52
TOTALS		21444	100.00

Variable Name: W1MATHTCH066

Position: 10856 - 10868, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 66

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13616	63.50
C	5.3285028 - 17679.5744734	7828	36.50
TOTALS		21444	100.00

Variable Name: W1MATHTCH067

Position: 10869 - 10881, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 67

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13345	62.23
C	4.77909207 - 10298.0582888	8099	37.77
TOTALS		21444	100.00

Variable Name: W1MATHTCH068

Position: 10882 - 10894, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 68

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13402	62.50
C	4.67977672 - 26903.4480081	8042	37.50
TOTALS		21444	100.00

Variable Name: W1MATHTCH069

Position: 10895 - 10907, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 69

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13303	62.04
C	5.21299101 - 18957.5078401	8141	37.96
TOTALS		21444	100.00

Variable Name: W1MATHTCH070

Position: 10908 - 10920, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 70

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13555	63.21
C	5.73609988 - 19631.9820759	7889	36.79
TOTALS		21444	100.00

Variable Name: W1MATHTCH071

Position: 10921 - 10933, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 71

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13476	62.84
C	5.37256082 - 10390.9705651	7968	37.16
TOTALS		21444	100.00

Variable Name: W1MATHTCH072

Position: 10934 - 10946, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 72

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12966	60.46
C	4.57651429 - 11668.8084597	8478	39.54
TOTALS		21444	100.00

Variable Name: W1MATHTCH073

Position: 10947 - 10959, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 73

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13886	64.75
C	4.92300326 - 22982.5416638	7558	35.25
TOTALS		21444	100.00

Variable Name: W1MATHTCH074

Position: 10960 - 10972, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 74

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13350	62.26
C	6.30806563 - 10129.682212	8094	37.74
TOTALS		21444	100.00

Variable Name: W1MATHTCH075

Position: 10973 - 10985, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 75

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13648	63.64
C	5.79850383 - 7701.0874869	7796	36.36
TOTALS		21444	100.00

Variable Name: W1MATHTCH076

Position: 10986 - 10998, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 76

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13474	62.83
C	7.11192203 - 20440.3123315	7970	37.17
TOTALS		21444	100.00

Variable Name: W1MATHTCH077

Position: 10999 - 11011, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 77

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13405	62.51
C	4.36501085 - 9395.52290112	8039	37.49
TOTALS		21444	100.00

Variable Name: W1MATHTCH078

Position: 11012 - 11024, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 78

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13174	61.43
C	7.56172704 - 8881.1173214	8270	38.57
TOTALS		21444	100.00

Variable Name: W1MATHTCH079

Position: 11025 - 11037, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 79

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13331	62.17
C	5.66057017 - 10425.9892426	8113	37.83
TOTALS		21444	100.00

Variable Name: W1MATHTCH080

Position: 11038 - 11050, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 80

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13404	62.51
C	9.03960547 - 7642.52812119	8040	37.49
TOTALS		21444	100.00

Variable Name: W1MATHTCH081

Position: 11051 - 11063, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 81

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13522	63.06
C	8.22511395 - 26967.3833064	7922	36.94
TOTALS		21444	100.00

Variable Name: W1MATHTCH082

Position: 11064 - 11076, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 82

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13953	65.07
C	5.4894766 - 28883.9206698	7491	34.93
TOTALS		21444	100.00

Variable Name: W1MATHTCH083

Position: 11077 - 11089, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 83

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13391	62.45
C	5.20322949 - 7434.23752461	8053	37.55
TOTALS		21444	100.00

Variable Name: W1MATHTCH084

Position: 11090 - 11102, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 84

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	14017	65.37
C	4.27586846 - 8389.56094396	7427	34.63
TOTALS		21444	100.00

Variable Name: W1MATHTCH085

Position: 11103 - 11115, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 85

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13089	61.04
C	5.05500835 - 26219.5700166	8355	38.96
TOTALS		21444	100.00

Variable Name: W1MATHTCH086

Position: 11116 - 11128, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 86

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13320	62.12
C	9.04988332 - 8201.55077889	8124	37.88
TOTALS		21444	100.00

Variable Name: W1MATHTCH087

Position: 11129 - 11141, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 87

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13757	64.15
C	5.11911484 - 24087.6335919	7687	35.85
TOTALS		21444	100.00

Variable Name: W1MATHTCH088

Position: 11142 - 11154, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 88

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13769	64.21
C	5.64340401 - 7991.47977015	7675	35.79
TOTALS		21444	100.00

Variable Name: W1MATHTCH089

Position: 11155 - 11167, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 89

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13304	62.04
C	8.16342358 - 30862.4139597	8140	37.96
TOTALS		21444	100.00

Variable Name: W1MATHTCH090

Position: 11168 - 11180, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 90

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12854	59.94
C	4.57774244 - 8139.17632959	8590	40.06
TOTALS		21444	100.00

Variable Name: W1MATHTCH091

Position: 11181 - 11193, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 91

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13568	63.27
C	5.07984127 - 19596.5058276	7876	36.73
TOTALS		21444	100.00

Variable Name: W1MATHTCH092

Position: 11194 - 11206, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 92

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13777	64.25
C	6.6265193 - 25949.2402341	7667	35.75
TOTALS		21444	100.00

Variable Name: W1MATHTCH093

Position: 11207 - 11219, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 93

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13275	61.91
C	6.88513222 - 9327.90287633	8169	38.09
TOTALS		21444	100.00

Variable Name: W1MATHTCH094

Position: 11220 - 11232, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 94

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12942	60.35
C	4.56594453 - 19609.9750925	8502	39.65
TOTALS		21444	100.00

Variable Name: W1MATHTCH095

Position: 11233 - 11245, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 95

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13184	61.48
C	6.71533807 - 10628.6074899	8260	38.52
TOTALS		21444	100.00

Variable Name: W1MATHTCH096

Position: 11246 - 11258, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 96

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13350	62.26
C	5.66194577 - 7882.29097192	8094	37.74
TOTALS		21444	100.00

Variable Name: W1MATHTCH097

Position: 11259 - 11271, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 97

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13367	62.33
C	6.29304099 - 22740.9098782	8077	37.67
TOTALS		21444	100.00

Variable Name: W1MATHTCH098

Position: 11272 - 11284, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 98

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13241	61.75
C	10.1365643 - 11247.7259703	8203	38.25
TOTALS		21444	100.00

Variable Name: W1MATHTCH099

Position: 11285 - 11297, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 99

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13411	62.54
C	5.46967046 - 7942.31789911	8033	37.46
TOTALS		21444	100.00

Variable Name: W1MATHTCH100

Position: 11298 - 11310, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 100

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13472	62.82
C	6.35364899 - 24625.3034977	7972	37.18
TOTALS		21444	100.00

Variable Name: W1MATHTCH101

Position: 11311 - 11323, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 101

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13957	65.09
C	7.97673631 - 8646.60723129	7487	34.91
TOTALS		21444	100.00

Variable Name: W1MATHTCH102

Position: 11324 - 11336, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 102

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13527	63.08
C	7.16958431 - 7333.61030215	7917	36.92
TOTALS		21444	100.00

Variable Name: W1MATHTCH103

Position: 11337 - 11349, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 103

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13609	63.46
C	6.4945776 - 8810.80074767	7835	36.54
TOTALS		21444	100.00

Variable Name: W1MATHTCH104

Position: 11350 - 11362, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 104

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13166	61.40
C	6.51383182 - 22840.0992528	8278	38.60
TOTALS		21444	100.00

Variable Name: W1MATHTCH105

Position: 11363 - 11375, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 105

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13695	63.86
C	5.4827283 - 6420.7450127	7749	36.14
TOTALS		21444	100.00

Variable Name: W1MATHTCH106

Position: 11376 - 11388, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 106

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13701	63.89
C	10.43247536 - 8640.08209006	7743	36.11
TOTALS		21444	100.00

Variable Name: W1MATHTCH107

Position: 11389 - 11401, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 107

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13215	61.63
C	3.73182926 - 18303.74548	8229	38.37
TOTALS		21444	100.00

Variable Name: W1MATHTCH108

Position: 11402 - 11414, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 108

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13408	62.53
C	5.3169782 - 19480.1399518	8036	37.47
TOTALS		21444	100.00

Variable Name: W1MATHTCH109

Position: 11415 - 11427, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 109

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13141	61.28
C	6.80424245 - 19122.3837239	8303	38.72
TOTALS		21444	100.00

Variable Name: W1MATHTCH110

Position: 11428 - 11440, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 110

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13378	62.39
C	5.21054926 - 9877.82239692	8066	37.61
TOTALS		21444	100.00

Variable Name: W1MATHTCH111

Position: 11441 - 11453, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 111

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13758	64.16
C	3.64760586 - 20486.4164424	7686	35.84
TOTALS		21444	100.00

Variable Name: W1MATHTCH112

Position: 11454 - 11466, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 112

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13199	61.55
C	4.66855468 - 26872.0573765	8245	38.45
TOTALS		21444	100.00

Variable Name: W1MATHTCH113

Position: 11467 - 11479, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 113

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13345	62.23
C	6.76611559 - 8505.95157182	8099	37.77
TOTALS		21444	100.00

Variable Name: W1MATHTCH114

Position: 11480 - 11492, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 114

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13442	62.68
C	4.25505961 - 19932.9679682	8002	37.32
TOTALS		21444	100.00

Variable Name: W1MATHTCH115

Position: 11493 - 11505, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 115

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13649	63.65
C	5.31317403 - 8011.58833189	7795	36.35
TOTALS		21444	100.00

Variable Name: W1MATHTCH116

Position: 11506 - 11518, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 116

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13090	61.04
C	5.61993214 - 10245.2948861	8354	38.96
TOTALS		21444	100.00

Variable Name: W1MATHTCH117

Position: 11519 - 11531, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 117

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13660	63.70
C	7.3296721 - 9257.43373579	7784	36.30
TOTALS		21444	100.00

Variable Name: W1MATHTCH118

Position: 11532 - 11544, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 118

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13534	63.11
C	7.85204029 - 20697.3436327	7910	36.89
TOTALS		21444	100.00

Variable Name: W1MATHTCH119

Position: 11545 - 11557, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 119

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13547	63.17
C	6.75062639 - 7578.9885021	7897	36.83
TOTALS		21444	100.00

Variable Name: W1MATHTCH120

Position: 11558 - 11570, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 120

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13215	61.63
C	8.13042502 - 8543.8602988	8229	38.37
TOTALS		21444	100.00

Variable Name: W1MATHTCH121

Position: 11571 - 11583, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 121

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13542	63.15
C	7.89259595 - 10479.3176003	7902	36.85
TOTALS		21444	100.00

Variable Name: W1MATHTCH122

Position: 11584 - 11596, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 122

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13368	62.34
C	9.85838501 - 8477.20281656	8076	37.66
TOTALS		21444	100.00

Variable Name: W1MATHTCH123

Position: 11597 - 11609, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 123

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13176	61.44
C	6.87010371 - 9547.61805844	8268	38.56
TOTALS		21444	100.00

Variable Name: W1MATHTCH124

Position: 11610 - 11622, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 124

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13171	61.42
C	3.32821338 - 40564.4023462	8273	38.58
TOTALS		21444	100.00

Variable Name: W1MATHTCH125

Position: 11623 - 11635, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 125

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13508	62.99
C	4.74419739 - 18270.7162614	7936	37.01
TOTALS		21444	100.00

Variable Name: W1MATHTCH126

Position: 11636 - 11648, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 126

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13965	65.12
C	5.53221935 - 12519.8571495	7479	34.88
TOTALS		21444	100.00

Variable Name: W1MATHTCH127

Position: 11649 - 11661, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 127

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13250	61.79
C	5.76794649 - 8754.56502774	8194	38.21
TOTALS		21444	100.00

Variable Name: W1MATHTCH128

Position: 11662 - 11674, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 128

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13615	63.49
C	5.52974744 - 9117.1706791	7829	36.51
TOTALS		21444	100.00

Variable Name: W1MATHTCH129

Position: 11675 - 11687, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 129

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13507	62.99
C	8.09342845 - 17787.4820707	7937	37.01
TOTALS		21444	100.00

Variable Name: W1MATHTCH130

Position: 11688 - 11700, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 130

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13141	61.28
C	5.63290834 - 22869.8518242	8303	38.72
TOTALS		21444	100.00

Variable Name: W1MATHTCH131

Position: 11701 - 11713, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 131

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13421	62.59
C	6.67961112 - 7042.06999778	8023	37.41
TOTALS		21444	100.00

Variable Name: W1MATHTCH132

Position: 11714 - 11726, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 132

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13535	63.12
C	5.38939303 - 11694.4323311	7909	36.88
TOTALS		21444	100.00

Variable Name: W1MATHTCH133

Position: 11727 - 11739, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 133

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13198	61.55
C	5.09965901 - 7516.45893944	8246	38.45
TOTALS		21444	100.00

Variable Name: W1MATHTCH134

Position: 11740 - 11752, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 134

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12936	60.32
C	6.58793852 - 7057.05322349	8508	39.68
TOTALS		21444	100.00

Variable Name: W1MATHTCH135

Position: 11753 - 11765, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 135

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13107	61.12
C	5.84607847 - 13397.571816	8337	38.88
TOTALS		21444	100.00

Variable Name: W1MATHTCH136

Position: 11766 - 11778, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 136

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13332	62.17
C	5.70183712 - 9706.52353991	8112	37.83
TOTALS		21444	100.00

Variable Name: W1MATHTCH137

Position: 11779 - 11791, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 137

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13382	62.40
C	6.5629253 - 23812.548263	8062	37.60
TOTALS		21444	100.00

Variable Name: W1MATHTCH138

Position: 11792 - 11804, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 138

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13427	62.61
C	8.37015322 - 18168.0890418	8017	37.39
TOTALS		21444	100.00

Variable Name: W1MATHTCH139

Position: 11805 - 11817, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 139

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13237	61.73
C	8.98150187 - 31311.5755859	8207	38.27
TOTALS		21444	100.00

Variable Name: W1MATHTCH140

Position: 11818 - 11830, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 140

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13526	63.08
C	5.61433613 - 11448.9510362	7918	36.92
TOTALS		21444	100.00

Variable Name: W1MATHTCH141

Position: 11831 - 11843, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 141

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13766	64.20
C	4.81701535 - 26239.7482581	7678	35.80
TOTALS		21444	100.00

Variable Name: W1MATHTCH142

Position: 11844 - 11856, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 142

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13524	63.07
C	4.97348371 - 7211.75401622	7920	36.93
TOTALS		21444	100.00

Variable Name: W1MATHTCH143

Position: 11857 - 11869, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 143

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13407	62.52
C	7.81452872 - 16446.7218782	8037	37.48
TOTALS		21444	100.00

Variable Name: W1MATHTCH144

Position: 11870 - 11882, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 144

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13383	62.41
C	5.06436028 - 17508.8219494	8061	37.59
TOTALS		21444	100.00

Variable Name: W1MATHTCH145

Position: 11883 - 11895, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 145

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13591	63.38
C	8.34933287 - 26072.6207463	7853	36.62
TOTALS		21444	100.00

Variable Name: W1MATHTCH146

Position: 11896 - 11908, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 146

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13157	61.36
C	5.5960075 - 25694.9804987	8287	38.64
TOTALS		21444	100.00

Variable Name: W1MATHTCH147

Position: 11909 - 11921, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 147

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13356	62.28
C	3.71449223 - 25744.0511732	8088	37.72
TOTALS		21444	100.00

Variable Name: W1MATHTCH148

Position: 11922 - 11934, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 148

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13342	62.22
C	3.91442902 - 18524.4006275	8102	37.78
TOTALS		21444	100.00

Variable Name: W1MATHTCH149

Position: 11935 - 11947, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 149

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13321	62.12
C	3.83475608 - 8954.50863154	8123	37.88
TOTALS		21444	100.00

Variable Name: W1MATHTCH150

Position: 11948 - 11960, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 150

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13409	62.53
C	3.99857382 - 8246.45853078	8035	37.47
TOTALS		21444	100.00

Variable Name: W1MATHTCH151

Position: 11961 - 11973, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 151

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13510	63.00
C	5.58154445 - 8651.79096448	7934	37.00
TOTALS		21444	100.00

Variable Name: W1MATHTCH152

Position: 11974 - 11986, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 152

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13315	62.09
C	9.07824976 - 25949.2898149	8129	37.91
TOTALS		21444	100.00

Variable Name: W1MATHTCH153

Position: 11987 - 11999, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 153

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13173	61.43
C	7.00220339 - 27207.0381296	8271	38.57
TOTALS		21444	100.00

Variable Name: W1MATHTCH154

Position: 12000 - 12012, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 154

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13705	63.91
C	10.21174076 - 26080.7190925	7739	36.09
TOTALS		21444	100.00

Variable Name: W1MATHTCH155

Position: 12013 - 12025, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 155

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13420	62.58
C	5.490768 - 22510.9159624	8024	37.42
TOTALS		21444	100.00

Variable Name: W1MATHTCH156

Position: 12026 - 12038, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 156

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13753	64.13
C	7.33729452 - 7702.01689286	7691	35.87
TOTALS		21444	100.00

Variable Name: W1MATHTCH157

Position: 12039 - 12051, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 157

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13533	63.11
C	3.95030467 - 21364.8721571	7911	36.89
TOTALS		21444	100.00

Variable Name: W1MATHTCH158

Position: 12052 - 12064, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 158

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13141	61.28
C	5.24910236 - 25415.5255585	8303	38.72
TOTALS		21444	100.00

Variable Name: W1MATHTCH159

Position: 12065 - 12077, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 159

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13432	62.64
C	8.30327318 - 8592.8050183	8012	37.36
TOTALS		21444	100.00

Variable Name: W1MATHTCH160

Position: 12078 - 12090, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 160

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13493	62.92
C	5.80633305 - 13137.0259429	7951	37.08
TOTALS		21444	100.00

Variable Name: W1MATHTCH161

Position: 12091 - 12103, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 161

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13294	61.99
C	3.33625566 - 8028.12835675	8150	38.01
TOTALS		21444	100.00

Variable Name: W1MATHTCH162

Position: 12104 - 12116, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 162

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12787	59.63
C	7.63490547 - 9373.71536344	8657	40.37
TOTALS		21444	100.00

Variable Name: W1MATHTCH163

Position: 12117 - 12129, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 163

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13454	62.74
C	5.56537215 - 23910.2339263	7990	37.26
TOTALS		21444	100.00

Variable Name: W1MATHTCH164

Position: 12130 - 12142, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 164

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	14263	66.51
C	9.41624029 - 14973.1227767	7181	33.49
TOTALS		21444	100.00

Variable Name: W1MATHTCH165

Position: 12143 - 12155, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 165

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13715	63.96
C	5.62112276 - 20174.9407834	7729	36.04
TOTALS		21444	100.00

Variable Name: W1MATHTCH166

Position: 12156 - 12168, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 166

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12867	60.00
C	5.47300031 - 20177.2677874	8577	40.00
TOTALS		21444	100.00

Variable Name: W1MATHTCH167

Position: 12169 - 12181, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 167

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13276	61.91
C	5.68486313 - 22895.5755954	8168	38.09
TOTALS		21444	100.00

Variable Name: W1MATHTCH168

Position: 12182 - 12194, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 168

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13579	63.32
C	5.37618675 - 8309.97383495	7865	36.68
TOTALS		21444	100.00

Variable Name: W1MATHTCH169

Position: 12195 - 12207, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 169

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13516	63.03
C	3.21836066 - 23065.29247	7928	36.97
TOTALS		21444	100.00

Variable Name: W1MATHTCH170

Position: 12208 - 12220, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 170

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13830	64.49
C	9.49706372 - 9679.13304101	7614	35.51
TOTALS		21444	100.00

Variable Name: W1MATHTCH171

Position: 12221 - 12233, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 171

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13800	64.35
C	7.1561872 - 23145.9159909	7644	35.65
TOTALS		21444	100.00

Variable Name: W1MATHTCH172

Position: 12234 - 12246, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 172

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13640	63.61
C	6.58578733 - 6985.60709608	7804	36.39
TOTALS		21444	100.00

Variable Name: W1MATHTCH173

Position: 12247 - 12259, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 173

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13683	63.81
C	7.06555444 - 7881.49252017	7761	36.19
TOTALS		21444	100.00

Variable Name: W1MATHTCH174

Position: 12260 - 12272, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 174

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13186	61.49
C	5.73863855 - 9026.41667952	8258	38.51
TOTALS		21444	100.00

Variable Name: W1MATHTCH175

Position: 12273 - 12285, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 175

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13514	63.02
C	6.49187801 - 22774.8307861	7930	36.98
TOTALS		21444	100.00

Variable Name: W1MATHTCH176

Position: 12286 - 12298, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 176

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13179	61.46
C	8.77145746 - 8016.65184302	8265	38.54
TOTALS		21444	100.00

Variable Name: W1MATHTCH177

Position: 12299 - 12311, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 177

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13855	64.61
C	9.00506742 - 25841.9391492	7589	35.39
TOTALS		21444	100.00

Variable Name: W1MATHTCH178

Position: 12312 - 12324, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 178

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13478	62.85
C	4.61192199 - 24067.3461614	7966	37.15
TOTALS		21444	100.00

Variable Name: W1MATHTCH179

Position: 12325 - 12337, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 179

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13283	61.94
C	6.61072414 - 23674.8056409	8161	38.06
TOTALS		21444	100.00

Variable Name: W1MATHTCH180

Position: 12338 - 12350, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 180

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13438	62.67
C	5.15183333 - 22441.1223222	8006	37.33
TOTALS		21444	100.00

Variable Name: W1MATHTCH181

Position: 12351 - 12363, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 181

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13177	61.45
C	4.96593101 - 10728.0906742	8267	38.55
TOTALS		21444	100.00

Variable Name: W1MATHTCH182

Position: 12364 - 12376, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 182

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13521	63.05
C	4.76425025 - 9508.60207928	7923	36.95
TOTALS		21444	100.00

Variable Name: W1MATHTCH183

Position: 12377 - 12389, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 183

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12934	60.32
C	5.3181875 - 23843.3448779	8510	39.68
TOTALS		21444	100.00

Variable Name: W1MATHTCH184

Position: 12390 - 12402, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 184

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13217	61.63
C	7.70797767 - 10461.3468802	8227	38.37
TOTALS		21444	100.00

Variable Name: W1MATHTCH185

Position: 12403 - 12415, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 185

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13605	63.44
C	3.43795445 - 8977.28086575	7839	36.56
TOTALS		21444	100.00

Variable Name: W1MATHTCH186

Position: 12416 - 12428, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 186

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13472	62.82
C	8.75185039 - 9015.66233912	7972	37.18
TOTALS		21444	100.00

Variable Name: W1MATHTCH187

Position: 12429 - 12441, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 187

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13540	63.14
C	8.46307843 - 8239.16072025	7904	36.86
TOTALS		21444	100.00

Variable Name: W1MATHTCH188

Position: 12442 - 12454, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 188

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13277	61.91
C	5.3720897 - 17700.5961449	8167	38.09
TOTALS		21444	100.00

Variable Name: W1MATHTCH189

Position: 12455 - 12467, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 189

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13322	62.12
C	7.91753581 - 24641.2646771	8122	37.88
TOTALS		21444	100.00

Variable Name: W1MATHTCH190

Position: 12468 - 12480, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 190

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13509	63.00
C	8.34981601 - 24108.3853953	7935	37.00
TOTALS		21444	100.00

Variable Name: W1MATHTCH191

Position: 12481 - 12493, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 191

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13644	63.63
C	5.26866406 - 9469.48175387	7800	36.37
TOTALS		21444	100.00

Variable Name: W1MATHTCH192

Position: 12494 - 12506, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 192

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13284	61.95
C	5.76465239 - 8459.26618005	8160	38.05
TOTALS		21444	100.00

Variable Name: W1MATHTCH193

Position: 12507 - 12519, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 193

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13161	61.37
C	4.60099343 - 6605.62274318	8283	38.63
TOTALS		21444	100.00

Variable Name: W1MATHTCH194

Position: 12520 - 12532, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 194

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13214	61.62
C	8.58675746 - 8294.54667584	8230	38.38
TOTALS		21444	100.00

Variable Name: W1MATHTCH195

Position: 12533 - 12545, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 195

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13377	62.38
C	9.44598183 - 9486.66357996	8067	37.62
TOTALS		21444	100.00

Variable Name: W1MATHTCH196

Position: 12546 - 12558, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 196

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13277	61.91
C	6.68670471 - 7678.23182616	8167	38.09
TOTALS		21444	100.00

Variable Name: W1MATHTCH197

Position: 12559 - 12571, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 197

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13517	63.03
C	6.36999052 - 21211.8351326	7927	36.97
TOTALS		21444	100.00

Variable Name: W1MATHTCH198

Position: 12572 - 12584, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 198

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13441	62.68
C	5.22011504 - 9083.55407109	8003	37.32
TOTALS		21444	100.00

Variable Name: W1MATHTCH199

Position: 12585 - 12597, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 199

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13413	62.55
C	12.11792501 - 22106.9473777	8031	37.45
TOTALS		21444	100.00

Variable Name: W1MATHTCH200

Position: 12598 - 12610, Format: N13.8

Variable Label: W1 BRR math-course enrollee analytic weight for replicate 200

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's mathematics course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1MATHTCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13272	61.89
C	4.39388377 - 8107.70395857	8172	38.11
TOTALS		21444	100.00

Variable Name: W1SCITCH001

Position: 12611 - 12623, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 1

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13131	61.23
C	5.75072296 - 19253.6642773	8313	38.77
TOTALS		21444	100.00

Variable Name: W1SCITCH002

Position: 12624 - 12636, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 2

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13496	62.94
C	6.92307918 - 8081.87466933	7948	37.06
TOTALS		21444	100.00

Variable Name: W1SCITCH003

Position: 12637 - 12649, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 3

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13567	63.27
C	3.37866676 - 6954.16126252	7877	36.73
TOTALS		21444	100.00

Variable Name: W1SCITCH004

Position: 12650 - 12662, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 4

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13454	62.74
C	3.71995736 - 18609.7583247	7990	37.26
TOTALS		21444	100.00

Variable Name: W1SCITCH005

Position: 12663 - 12675, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 5

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13456	62.75
C	6.53243278 - 17386.739636	7988	37.25
TOTALS		21444	100.00

Variable Name: W1SCITCH006

Position: 12676 - 12688, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 6

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13727	64.01
C	5.61414176 - 14657.9371718	7717	35.99
TOTALS		21444	100.00

Variable Name: W1SCITCH007

Position: 12689 - 12701, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 7

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13470	62.81
C	3.97708756 - 19654.5584017	7974	37.19
TOTALS		21444	100.00

Variable Name: W1SCITCH008

Position: 12702 - 12714, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 8

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13977	65.18
C	5.49418148 - 17089.213791	7467	34.82
TOTALS		21444	100.00

Variable Name: W1SCITCH009

Position: 12715 - 12727, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 9

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13490	62.91
C	6.57489265 - 17022.7292065	7954	37.09
TOTALS		21444	100.00

Variable Name: W1SCITCH010

Position: 12728 - 12740, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 10

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13548	63.18
C	5.21930315 - 8665.21985349	7896	36.82
TOTALS		21444	100.00

Variable Name: W1SCITCH011

Position: 12741 - 12753, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 11

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13373	62.36
C	6.59876943 - 8524.0608335	8071	37.64
TOTALS		21444	100.00

Variable Name: W1SCITCH012

Position: 12754 - 12766, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 12

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13512	63.01
C	6.14820818 - 16385.9563265	7932	36.99
TOTALS		21444	100.00

Variable Name: W1SCITCH013

Position: 12767 - 12779, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 13

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13805	64.38
C	7.63731053 - 13541.794872	7639	35.62
TOTALS		21444	100.00

Variable Name: W1SCITCH014

Position: 12780 - 12792, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 14

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13994	65.26
C	4.63093603 - 13290.1727391	7450	34.74
TOTALS		21444	100.00

Variable Name: W1SCITCH015

Position: 12793 - 12805, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 15

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13610	63.47
C	5.68037183 - 6877.68348603	7834	36.53
TOTALS		21444	100.00

Variable Name: W1SCITCH016

Position: 12806 - 12818, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 16

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13597	63.41
C	7.82590705 - 10141.2686758	7847	36.59
TOTALS		21444	100.00

Variable Name: W1SCITCH017

Position: 12819 - 12831, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 17

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13631	63.57
C	6.24293835 - 15287.5959794	7813	36.43
TOTALS		21444	100.00

Variable Name: W1SCITCH018

Position: 12832 - 12844, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 18

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13413	62.55
C	4.15176576 - 15354.1130196	8031	37.45
TOTALS		21444	100.00

Variable Name: W1SCITCH019

Position: 12845 - 12857, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 19

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13694	63.86
C	9.03189607 - 15572.1429915	7750	36.14
TOTALS		21444	100.00

Variable Name: W1SCITCH020

Position: 12858 - 12870, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 20

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13640	63.61
C	3.31143613 - 16984.0304955	7804	36.39
TOTALS		21444	100.00

Variable Name: W1SCITCH021

Position: 12871 - 12883, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 21

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13699	63.88
C	6.43301533 - 23142.2330914	7745	36.12
TOTALS		21444	100.00

Variable Name: W1SCITCH022

Position: 12884 - 12896, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 22

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13277	61.91
C	6.1658743 - 8384.71498141	8167	38.09
TOTALS		21444	100.00

Variable Name: W1SCITCH023

Position: 12897 - 12909, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 23

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13327	62.15
C	3.80559955 - 15988.7243874	8117	37.85
TOTALS		21444	100.00

Variable Name: W1SCITCH024

Position: 12910 - 12922, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 24

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13546	63.17
C	4.68836729 - 12747.2114419	7898	36.83
TOTALS		21444	100.00

Variable Name: W1SCITCH025

Position: 12923 - 12935, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 25

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13527	63.08
C	6.62012847 - 15715.9428506	7917	36.92
TOTALS		21444	100.00

Variable Name: W1SCITCH026

Position: 12936 - 12948, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 26

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13336	62.19
C	4.63603464 - 8294.1425742	8108	37.81
TOTALS		21444	100.00

Variable Name: W1SCITCH027

Position: 12949 - 12961, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 27

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13246	61.77
C	4.06271372 - 16653.8089693	8198	38.23
TOTALS		21444	100.00

Variable Name: W1SCITCH028

Position: 12962 - 12974, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 28

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13151	61.33
C	5.06748614 - 8766.75398738	8293	38.67
TOTALS		21444	100.00

Variable Name: W1SCITCH029

Position: 12975 - 12987, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 29

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13840	64.54
C	7.5436453 - 11477.1626513	7604	35.46
TOTALS		21444	100.00

Variable Name: W1SCITCH030

Position: 12988 - 13000, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 30

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13841	64.54
C	6.06978321 - 14772.6482648	7603	35.46
TOTALS		21444	100.00

Variable Name: W1SCITCH031

Position: 13001 - 13013, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 31

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13125	61.21
C	5.93358759 - 10739.804325	8319	38.79
TOTALS		21444	100.00

Variable Name: W1SCITCH032

Position: 13014 - 13026, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 32

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13327	62.15
C	5.75812505 - 13944.7115633	8117	37.85
TOTALS		21444	100.00

Variable Name: W1SCITCH033

Position: 13027 - 13039, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 33

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13487	62.89
C	4.82077464 - 8745.41898988	7957	37.11
TOTALS		21444	100.00

Variable Name: W1SCITCH034

Position: 13040 - 13052, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 34

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13250	61.79
C	6.45086518 - 20530.6068022	8194	38.21
TOTALS		21444	100.00

Variable Name: W1SCITCH035

Position: 13053 - 13065, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 35

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13218	61.64
C	6.69398856 - 15930.0413009	8226	38.36
TOTALS		21444	100.00

Variable Name: W1SCITCH036

Position: 13066 - 13078, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 36

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13073	60.96
C	6.03263765 - 8680.01093455	8371	39.04
TOTALS		21444	100.00

Variable Name: W1SCITCH037

Position: 13079 - 13091, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 37

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12908	60.19
C	5.06546177 - 15079.5501209	8536	39.81
TOTALS		21444	100.00

Variable Name: W1SCITCH038

Position: 13092 - 13104, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 38

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13033	60.78
C	4.4332171 - 14611.0598364	8411	39.22
TOTALS		21444	100.00

Variable Name: W1SCITCH039

Position: 13105 - 13117, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 39

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13247	61.77
C	6.94231057 - 13636.3794346	8197	38.23
TOTALS		21444	100.00

Variable Name: W1SCITCH040

Position: 13118 - 13130, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 40

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13756	64.15
C	4.39833483 - 8461.76020913	7688	35.85
TOTALS		21444	100.00

Variable Name: W1SCITCH041

Position: 13131 - 13143, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 41

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13202	61.57
C	3.93243094 - 15250.6157093	8242	38.43
TOTALS		21444	100.00

Variable Name: W1SCITCH042

Position: 13144 - 13156, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 42

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13555	63.21
C	4.57938451 - 17027.8796628	7889	36.79
TOTALS		21444	100.00

Variable Name: W1SCITCH043

Position: 13157 - 13169, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 43

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13187	61.50
C	5.42951314 - 6421.21443889	8257	38.50
TOTALS		21444	100.00

Variable Name: W1SCITCH044

Position: 13170 - 13182, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 44

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13582	63.34
C	4.54948263 - 16765.9223543	7862	36.66
TOTALS		21444	100.00

Variable Name: W1SCITCH045

Position: 13183 - 13195, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 45

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13102	61.10
C	3.15968411 - 16467.091683	8342	38.90
TOTALS		21444	100.00

Variable Name: W1SCITCH046

Position: 13196 - 13208, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 46

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13350	62.26
C	7.93256911 - 9087.02214011	8094	37.74
TOTALS		21444	100.00

Variable Name: W1SCITCH047

Position: 13209 - 13221, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 47

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12846	59.90
C	4.81637466 - 16447.8887358	8598	40.10
TOTALS		21444	100.00

Variable Name: W1SCITCH048

Position: 13222 - 13234, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 48

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13482	62.87
C	3.91158698 - 6554.2529984	7962	37.13
TOTALS		21444	100.00

Variable Name: W1SCITCH049

Position: 13235 - 13247, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 49

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13804	64.37
C	8.80364146 - 10082.8791545	7640	35.63
TOTALS		21444	100.00

Variable Name: W1SCITCH050

Position: 13248 - 13260, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 50

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13054	60.87
C	4.28959141 - 18410.6545085	8390	39.13
TOTALS		21444	100.00

Variable Name: W1SCITCH051

Position: 13261 - 13273, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 51

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13418	62.57
C	5.18629421 - 10172.636319	8026	37.43
TOTALS		21444	100.00

Variable Name: W1SCITCH052

Position: 13274 - 13286, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 52

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13770	64.21
C	6.09126385 - 18454.6827336	7674	35.79
TOTALS		21444	100.00

Variable Name: W1SCITCH053

Position: 13287 - 13299, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 53

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13191	61.51
C	4.75340717 - 7620.44097153	8253	38.49
TOTALS		21444	100.00

Variable Name: W1SCITCH054

Position: 13300 - 13312, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 54

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13886	64.75
C	5.95213008 - 13814.7229133	7558	35.25
TOTALS		21444	100.00

Variable Name: W1SCITCH055

Position: 13313 - 13325, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 55

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13359	62.30
C	7.47362839 - 9777.64589805	8085	37.70
TOTALS		21444	100.00

Variable Name: W1SCITCH056

Position: 13326 - 13338, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 56

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13580	63.33
C	6.07579482 - 16305.0245478	7864	36.67
TOTALS		21444	100.00

Variable Name: W1SCITCH057

Position: 13339 - 13351, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 57

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13670	63.75
C	3.8289146 - 13070.5507327	7774	36.25
TOTALS		21444	100.00

Variable Name: W1SCITCH058

Position: 13352 - 13364, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 58

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13535	63.12
C	7.83952096 - 11400.8759138	7909	36.88
TOTALS		21444	100.00

Variable Name: W1SCITCH059

Position: 13365 - 13377, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 59

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13569	63.28
C	5.43001225 - 7736.71739103	7875	36.72
TOTALS		21444	100.00

Variable Name: W1SCITCH060

Position: 13378 - 13390, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 60

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13398	62.48
C	2.85887923 - 16748.1543304	8046	37.52
TOTALS		21444	100.00

Variable Name: W1SCITCH061

Position: 13391 - 13403, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 61

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13635	63.58
C	7.9648782 - 13608.3054305	7809	36.42
TOTALS		21444	100.00

Variable Name: W1SCITCH062

Position: 13404 - 13416, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 62

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13438	62.67
C	5.6493209 - 13974.1714411	8006	37.33
TOTALS		21444	100.00

Variable Name: W1SCITCH063

Position: 13417 - 13429, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 63

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12975	60.51
C	4.79448268 - 13085.2476579	8469	39.49
TOTALS		21444	100.00

Variable Name: W1SCITCH064

Position: 13430 - 13442, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 64

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13271	61.89
C	5.41254694 - 7329.4729427	8173	38.11
TOTALS		21444	100.00

Variable Name: W1SCITCH065

Position: 13443 - 13455, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 65

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13701	63.89
C	3.25895446 - 12962.8316733	7743	36.11
TOTALS		21444	100.00

Variable Name: W1SCITCH066

Position: 13456 - 13468, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 66

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13681	63.80
C	4.96913402 - 12205.2668235	7763	36.20
TOTALS		21444	100.00

Variable Name: W1SCITCH067

Position: 13469 - 13481, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 67

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13498	62.95
C	3.5961857 - 11428.066673	7946	37.05
TOTALS		21444	100.00

Variable Name: W1SCITCH068

Position: 13482 - 13494, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 68

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13552	63.20
C	3.53098234 - 18128.4494506	7892	36.80
TOTALS		21444	100.00

Variable Name: W1SCITCH069

Position: 13495 - 13507, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 69

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13184	61.48
C	4.17175852 - 14454.4977929	8260	38.52
TOTALS		21444	100.00

Variable Name: W1SCITCH070

Position: 13508 - 13520, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 70

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13711	63.94
C	5.26368711 - 15852.3454121	7733	36.06
TOTALS		21444	100.00

Variable Name: W1SCITCH071

Position: 13521 - 13533, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 71

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13634	63.58
C	5.73662129 - 11913.0363954	7810	36.42
TOTALS		21444	100.00

Variable Name: W1SCITCH072

Position: 13534 - 13546, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 72

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12919	60.25
C	4.65529566 - 11237.7424946	8525	39.75
TOTALS		21444	100.00

Variable Name: W1SCITCH073

Position: 13547 - 13559, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 73

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	14033	65.44
C	4.08686755 - 14945.4615007	7411	34.56
TOTALS		21444	100.00

Variable Name: W1SCITCH074

Position: 13560 - 13572, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 74

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13343	62.22
C	5.62294821 - 10362.169039	8101	37.78
TOTALS		21444	100.00

Variable Name: W1SCITCH075

Position: 13573 - 13585, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 75

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13689	63.84
C	5.17924974 - 7947.08080046	7755	36.16
TOTALS		21444	100.00

Variable Name: W1SCITCH076

Position: 13586 - 13598, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 76

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13577	63.31
C	5.30554955 - 14098.5549536	7867	36.69
TOTALS		21444	100.00

Variable Name: W1SCITCH077

Position: 13599 - 13611, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 77

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13466	62.80
C	3.06389822 - 9957.02396982	7978	37.20
TOTALS		21444	100.00

Variable Name: W1SCITCH078

Position: 13612 - 13624, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 78

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13104	61.11
C	7.05270419 - 7964.5041929	8340	38.89
TOTALS		21444	100.00

Variable Name: W1SCITCH079

Position: 13625 - 13637, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 79

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13358	62.29
C	5.55524375 - 10417.1134548	8086	37.71
TOTALS		21444	100.00

Variable Name: W1SCITCH080

Position: 13638 - 13650, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 80

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13467	62.80
C	9.43771706 - 7576.77821599	7977	37.20
TOTALS		21444	100.00

Variable Name: W1SCITCH081

Position: 13651 - 13663, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 81

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13628	63.55
C	7.50467494 - 19547.2529296	7816	36.45
TOTALS		21444	100.00

Variable Name: W1SCITCH082

Position: 13664 - 13676, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 82

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13844	64.56
C	5.8076346 - 16485.1765044	7600	35.44
TOTALS		21444	100.00

Variable Name: W1SCITCH083

Position: 13677 - 13689, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 83

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13520	63.05
C	4.54358545 - 7790.01726032	7924	36.95
TOTALS		21444	100.00

Variable Name: W1SCITCH084

Position: 13690 - 13702, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 84

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13970	65.15
C	4.19457518 - 7606.43628556	7474	34.85
TOTALS		21444	100.00

Variable Name: W1SCITCH085

Position: 13703 - 13715, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 85

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13137	61.26
C	4.93794037 - 18030.2706169	8307	38.74
TOTALS		21444	100.00

Variable Name: W1SCITCH086

Position: 13716 - 13728, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 86

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13232	61.70
C	8.40861862 - 7481.92206984	8212	38.30
TOTALS		21444	100.00

Variable Name: W1SCITCH087

Position: 13729 - 13741, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 87

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13658	63.69
C	4.22287826 - 14918.8831778	7786	36.31
TOTALS		21444	100.00

Variable Name: W1SCITCH088

Position: 13742 - 13754, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 88

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13908	64.86
C	5.04250732 - 7781.38253922	7536	35.14
TOTALS		21444	100.00

Variable Name: W1SCITCH089

Position: 13755 - 13767, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 89

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13541	63.15
C	7.45094995 - 18761.1302493	7903	36.85
TOTALS		21444	100.00

Variable Name: W1SCITCH090

Position: 13768 - 13780, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 90

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12786	59.63
C	3.76492446 - 8010.8070746	8658	40.37
TOTALS		21444	100.00

Variable Name: W1SCITCH091

Position: 13781 - 13793, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 91

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13582	63.34
C	4.54948797 - 13980.2472528	7862	36.66
TOTALS		21444	100.00

Variable Name: W1SCITCH092

Position: 13794 - 13806, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 92

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13790	64.31
C	5.61396164 - 15576.8393074	7654	35.69
TOTALS		21444	100.00

Variable Name: W1SCITCH093

Position: 13807 - 13819, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 93

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13445	62.70
C	8.30815136 - 9882.57401907	7999	37.30
TOTALS		21444	100.00

Variable Name: W1SCITCH094

Position: 13820 - 13832, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 94

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12961	60.44
C	3.75641255 - 14076.1470543	8483	39.56
TOTALS		21444	100.00

Variable Name: W1SCITCH095

Position: 13833 - 13845, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 95

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13379	62.39
C	6.51101841 - 11821.8228495	8065	37.61
TOTALS		21444	100.00

Variable Name: W1SCITCH096

Position: 13846 - 13858, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 96

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13474	62.83
C	5.5701059 - 7678.02952856	7970	37.17
TOTALS		21444	100.00

Variable Name: W1SCITCH097

Position: 13859 - 13871, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 97

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13484	62.88
C	6.17605744 - 14191.8300132	7960	37.12
TOTALS		21444	100.00

Variable Name: W1SCITCH098

Position: 13872 - 13884, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 98

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13386	62.42
C	9.87570917 - 10676.3545138	8058	37.58
TOTALS		21444	100.00

Variable Name: W1SCITCH099

Position: 13885 - 13897, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 99

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13443	62.69
C	3.51171663 - 8418.11914093	8001	37.31
TOTALS		21444	100.00

Variable Name: W1SCITCH100

Position: 13898 - 13910, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 100

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13622	63.52
C	5.23731205 - 15966.8068692	7822	36.48
TOTALS		21444	100.00

Variable Name: W1SCITCH101

Position: 13911 - 13923, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 101

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13994	65.26
C	7.49446829 - 8974.08054111	7450	34.74
TOTALS		21444	100.00

Variable Name: W1SCITCH102

Position: 13924 - 13936, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 102

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13523	63.06
C	6.46465016 - 6148.62147269	7921	36.94
TOTALS		21444	100.00

Variable Name: W1SCITCH103

Position: 13937 - 13949, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 103

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13768	64.20
C	6.24132973 - 9229.93439065	7676	35.80
TOTALS		21444	100.00

Variable Name: W1SCITCH104

Position: 13950 - 13962, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 104

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13089	61.04
C	5.63591726 - 14522.0574483	8355	38.96
TOTALS		21444	100.00

Variable Name: W1SCITCH105

Position: 13963 - 13975, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 105

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13731	64.03
C	4.16839513 - 6899.33957079	7713	35.97
TOTALS		21444	100.00

Variable Name: W1SCITCH106

Position: 13976 - 13988, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 106

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13653	63.67
C	8.11059094 - 7672.48157632	7791	36.33
TOTALS		21444	100.00

Variable Name: W1SCITCH107

Position: 13989 - 14001, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 107

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13169	61.41
C	3.42525706 - 14221.5917372	8275	38.59
TOTALS		21444	100.00

Variable Name: W1SCITCH108

Position: 14002 - 14014, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 108

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13387	62.43
C	4.56041328 - 13248.203963	8057	37.57
TOTALS		21444	100.00

Variable Name: W1SCITCH109

Position: 14015 - 14027, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 109

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13154	61.34
C	6.83614077 - 13086.6737208	8290	38.66
TOTALS		21444	100.00

Variable Name: W1SCITCH110

Position: 14028 - 14040, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 110

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13238	61.73
C	5.46457277 - 9456.76512865	8206	38.27
TOTALS		21444	100.00

Variable Name: W1SCITCH111

Position: 14041 - 14053, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 111

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13708	63.92
C	3.19326903 - 14760.6391411	7736	36.08
TOTALS		21444	100.00

Variable Name: W1SCITCH112

Position: 14054 - 14066, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 112

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13188	61.50
C	3.88304812 - 16406.7661097	8256	38.50
TOTALS		21444	100.00

Variable Name: W1SCITCH113

Position: 14067 - 14079, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 113

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13426	62.61
C	6.52828631 - 8558.38904956	8018	37.39
TOTALS		21444	100.00

Variable Name: W1SCITCH114

Position: 14080 - 14092, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 114

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13557	63.22
C	4.02065824 - 13442.9577278	7887	36.78
TOTALS		21444	100.00

Variable Name: W1SCITCH115

Position: 14093 - 14105, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 115

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13826	64.47
C	4.73166567 - 8320.57413975	7618	35.53
TOTALS		21444	100.00

Variable Name: W1SCITCH116

Position: 14106 - 14118, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 116

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13158	61.36
C	4.77707938 - 9076.48418016	8286	38.64
TOTALS		21444	100.00

Variable Name: W1SCITCH117

Position: 14119 - 14131, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 117

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13603	63.43
C	6.28760432 - 9344.24735508	7841	36.57
TOTALS		21444	100.00

Variable Name: W1SCITCH118

Position: 14132 - 14144, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 118

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13640	63.61
C	8.54594766 - 14252.4938504	7804	36.39
TOTALS		21444	100.00

Variable Name: W1SCITCH119

Position: 14145 - 14157, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 119

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13516	63.03
C	6.48866963 - 10847.7357857	7928	36.97
TOTALS		21444	100.00

Variable Name: W1SCITCH120

Position: 14158 - 14170, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 120

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13239	61.74
C	7.18840468 - 9653.8783448	8205	38.26
TOTALS		21444	100.00

Variable Name: W1SCITCH121

Position: 14171 - 14183, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 121

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13591	63.38
C	5.61999833 - 9681.9563698	7853	36.62
TOTALS		21444	100.00

Variable Name: W1SCITCH122

Position: 14184 - 14196, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 122

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13334	62.18
C	9.20667129 - 9132.40233966	8110	37.82
TOTALS		21444	100.00

Variable Name: W1SCITCH123

Position: 14197 - 14209, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 123

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13206	61.58
C	7.681508 - 9166.12261097	8238	38.42
TOTALS		21444	100.00

Variable Name: W1SCITCH124

Position: 14210 - 14222, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 124

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13061	60.91
C	2.61672857 - 23348.5420523	8383	39.09
TOTALS		21444	100.00

Variable Name: W1SCITCH125

Position: 14223 - 14235, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 125

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13487	62.89
C	3.91730396 - 12897.0461946	7957	37.11
TOTALS		21444	100.00

Variable Name: W1SCITCH126

Position: 14236 - 14248, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 126

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13746	64.10
C	6.56894949 - 10723.9839995	7698	35.90
TOTALS		21444	100.00

Variable Name: W1SCITCH127

Position: 14249 - 14261, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 127

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13173	61.43
C	6.73420077 - 9111.44373189	8271	38.57
TOTALS		21444	100.00

Variable Name: W1SCITCH128

Position: 14262 - 14274, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 128

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13551	63.19
C	5.27469061 - 8864.84943484	7893	36.81
TOTALS		21444	100.00

Variable Name: W1SCITCH129

Position: 14275 - 14287, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 129

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13677	63.78
C	6.15970607 - 12826.7981393	7767	36.22
TOTALS		21444	100.00

Variable Name: W1SCITCH130

Position: 14288 - 14300, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 130

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13163	61.38
C	5.66851728 - 16173.3243058	8281	38.62
TOTALS		21444	100.00

Variable Name: W1SCITCH131

Position: 14301 - 14313, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 131

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13417	62.57
C	6.72322796 - 7560.19224138	8027	37.43
TOTALS		21444	100.00

Variable Name: W1SCITCH132

Position: 14314 - 14326, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 132

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13538	63.13
C	5.56968339 - 11512.8313216	7906	36.87
TOTALS		21444	100.00

Variable Name: W1SCITCH133

Position: 14327 - 14339, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 133

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13214	61.62
C	4.46643945 - 7168.97391532	8230	38.38
TOTALS		21444	100.00

Variable Name: W1SCITCH134

Position: 14340 - 14352, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 134

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13161	61.37
C	6.60902658 - 7107.05190344	8283	38.63
TOTALS		21444	100.00

Variable Name: W1SCITCH135

Position: 14353 - 14365, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 135

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13233	61.71
C	5.92424265 - 12765.0036233	8211	38.29
TOTALS		21444	100.00

Variable Name: W1SCITCH136

Position: 14366 - 14378, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 136

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13392	62.45
C	5.45690962 - 9938.3195028	8052	37.55
TOTALS		21444	100.00

Variable Name: W1SCITCH137

Position: 14379 - 14391, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 137

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13386	62.42
C	5.73792686 - 14899.9121794	8058	37.58
TOTALS		21444	100.00

Variable Name: W1SCITCH138

Position: 14392 - 14404, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 138

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13363	62.32
C	7.18003625 - 13092.2816487	8081	37.68
TOTALS		21444	100.00

Variable Name: W1SCITCH139

Position: 14405 - 14417, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 139

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13324	62.13
C	7.54153078 - 18590.0549299	8120	37.87
TOTALS		21444	100.00

Variable Name: W1SCITCH140

Position: 14418 - 14430, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 140

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13530	63.09
C	4.16125498 - 11340.1670782	7914	36.91
TOTALS		21444	100.00

Variable Name: W1SCITCH141

Position: 14431 - 14443, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 141

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13758	64.16
C	3.69973063 - 17744.5805367	7686	35.84
TOTALS		21444	100.00

Variable Name: W1SCITCH142

Position: 14444 - 14456, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 142

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13393	62.46
C	4.8512744 - 7779.01323603	8051	37.54
TOTALS		21444	100.00

Variable Name: W1SCITCH143

Position: 14457 - 14469, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 143

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13576	63.31
C	6.64998775 - 12790.5367053	7868	36.69
TOTALS		21444	100.00

Variable Name: W1SCITCH144

Position: 14470 - 14482, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 144

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13584	63.35
C	4.34910987 - 12499.6556092	7860	36.65
TOTALS		21444	100.00

Variable Name: W1SCITCH145

Position: 14483 - 14495, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 145

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13509	63.00
C	7.60319554 - 18212.6954871	7935	37.00
TOTALS		21444	100.00

Variable Name: W1SCITCH146

Position: 14496 - 14508, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 146

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13217	61.63
C	4.52138085 - 15642.361145	8227	38.37
TOTALS		21444	100.00

Variable Name: W1SCITCH147

Position: 14509 - 14521, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 147

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13309	62.06
C	3.28016034 - 15419.8738008	8135	37.94
TOTALS		21444	100.00

Variable Name: W1SCITCH148

Position: 14522 - 14534, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 148

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13441	62.68
C	3.52629788 - 14640.5275025	8003	37.32
TOTALS		21444	100.00

Variable Name: W1SCITCH149

Position: 14535 - 14547, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 149

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13366	62.33
C	4.10927541 - 10227.3503603	8078	37.67
TOTALS		21444	100.00

Variable Name: W1SCITCH150

Position: 14548 - 14560, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 150

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13556	63.22
C	4.23672178 - 7772.39928065	7888	36.78
TOTALS		21444	100.00

Variable Name: W1SCITCH151

Position: 14561 - 14573, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 151

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13324	62.13
C	4.6300301 - 6855.81437125	8120	37.87
TOTALS		21444	100.00

Variable Name: W1SCITCH152

Position: 14574 - 14586, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 152

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13450	62.72
C	9.19698434 - 16770.6181942	7994	37.28
TOTALS		21444	100.00

Variable Name: W1SCITCH153

Position: 14587 - 14599, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 153

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13182	61.47
C	8.16360056 - 17518.821965	8262	38.53
TOTALS		21444	100.00

Variable Name: W1SCITCH154

Position: 14600 - 14612, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 154

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13709	63.93
C	11.02274882 - 17673.0307901	7735	36.07
TOTALS		21444	100.00

Variable Name: W1SCITCH155

Position: 14613 - 14625, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 155

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13400	62.49
C	5.99520837 - 16904.1337908	8044	37.51
TOTALS		21444	100.00

Variable Name: W1SCITCH156

Position: 14626 - 14638, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 156

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13892	64.78
C	6.51409804 - 12255.5234256	7552	35.22
TOTALS		21444	100.00

Variable Name: W1SCITCH157

Position: 14639 - 14651, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 157

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13615	63.49
C	3.4542473 - 15485.6489995	7829	36.51
TOTALS		21444	100.00

Variable Name: W1SCITCH158

Position: 14652 - 14664, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 158

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13064	60.92
C	4.72555309 - 17841.0102854	8380	39.08
TOTALS		21444	100.00

Variable Name: W1SCITCH159

Position: 14665 - 14677, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 159

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13575	63.30
C	7.13734253 - 8325.55985855	7869	36.70
TOTALS		21444	100.00

Variable Name: W1SCITCH160

Position: 14678 - 14690, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 160

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13428	62.62
C	5.27217589 - 11803.7991504	8016	37.38
TOTALS		21444	100.00

Variable Name: W1SCITCH161

Position: 14691 - 14703, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 161

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13304	62.04
C	3.58610756 - 7461.15734485	8140	37.96
TOTALS		21444	100.00

Variable Name: W1SCITCH162

Position: 14704 - 14716, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 162

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13016	60.70
C	5.21466894 - 8991.17344613	8428	39.30
TOTALS		21444	100.00

Variable Name: W1SCITCH163

Position: 14717 - 14729, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 163

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13531	63.10
C	4.34375836 - 15542.8521579	7913	36.90
TOTALS		21444	100.00

Variable Name: W1SCITCH164

Position: 14730 - 14742, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 164

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	14065	65.59
C	11.275006 - 14656.1344046	7379	34.41
TOTALS		21444	100.00

Variable Name: W1SCITCH165

Position: 14743 - 14755, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 165

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13708	63.92
C	6.14802987 - 13790.5434647	7736	36.08
TOTALS		21444	100.00

Variable Name: W1SCITCH166

Position: 14756 - 14768, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 166

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	12845	59.90
C	4.70305482 - 14433.104666	8599	40.10
TOTALS		21444	100.00

Variable Name: W1SCITCH167

Position: 14769 - 14781, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 167

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13351	62.26
C	5.19050868 - 16559.0487789	8093	37.74
TOTALS		21444	100.00

Variable Name: W1SCITCH168

Position: 14782 - 14794, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 168

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13731	64.03
C	5.95456845 - 10330.9759455	7713	35.97
TOTALS		21444	100.00

Variable Name: W1SCITCH169

Position: 14795 - 14807, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 169

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13474	62.83
C	3.17606264 - 16320.2629629	7970	37.17
TOTALS		21444	100.00

Variable Name: W1SCITCH170

Position: 14808 - 14820, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 170

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13912	64.88
C	6.43934147 - 7803.40231596	7532	35.12
TOTALS		21444	100.00

Variable Name: W1SCITCH171

Position: 14821 - 14833, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 171

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13695	63.86
C	6.63795312 - 14369.9170282	7749	36.14
TOTALS		21444	100.00

Variable Name: W1SCITCH172

Position: 14834 - 14846, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 172

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13744	64.09
C	6.50364887 - 6542.12921123	7700	35.91
TOTALS		21444	100.00

Variable Name: W1SCITCH173

Position: 14847 - 14859, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 173

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13673	63.76
C	6.23662339 - 6894.17861709	7771	36.24
TOTALS		21444	100.00

Variable Name: W1SCITCH174

Position: 14860 - 14872, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 174

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13445	62.70
C	4.86590496 - 10490.6472185	7999	37.30
TOTALS		21444	100.00

Variable Name: W1SCITCH175

Position: 14873 - 14885, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 175

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13577	63.31
C	5.47751506 - 16130.3085653	7867	36.69
TOTALS		21444	100.00

Variable Name: W1SCITCH176

Position: 14886 - 14898, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 176

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13039	60.80
C	7.16757823 - 6888.77968778	8405	39.20
TOTALS		21444	100.00

Variable Name: W1SCITCH177

Position: 14899 - 14911, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 177

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13842	64.55
C	8.62845114 - 16210.7780639	7602	35.45
TOTALS		21444	100.00

Variable Name: W1SCITCH178

Position: 14912 - 14924, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 178

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13465	62.79
C	3.98546657 - 15471.8623001	7979	37.21
TOTALS		21444	100.00

Variable Name: W1SCITCH179

Position: 14925 - 14937, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 179

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13159	61.36
C	6.80324337 - 18443.6146607	8285	38.64
TOTALS		21444	100.00

Variable Name: W1SCITCH180

Position: 14938 - 14950, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 180

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13401	62.49
C	5.22348727 - 15712.6591541	8043	37.51
TOTALS		21444	100.00

Variable Name: W1SCITCH181

Position: 14951 - 14963, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 181

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13190	61.51
C	4.02168823 - 9145.85176145	8254	38.49
TOTALS		21444	100.00

Variable Name: W1SCITCH182

Position: 14964 - 14976, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 182

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13692	63.85
C	4.78517429 - 9694.16215962	7752	36.15
TOTALS		21444	100.00

Variable Name: W1SCITCH183

Position: 14977 - 14989, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 183

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13069	60.94
C	4.65307253 - 16878.1695955	8375	39.06
TOTALS		21444	100.00

Variable Name: W1SCITCH184

Position: 14990 - 15002, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 184

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13229	61.69
C	7.45560926 - 10232.0429983	8215	38.31
TOTALS		21444	100.00

Variable Name: W1SCITCH185

Position: 15003 - 15015, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 185

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13436	62.66
C	3.19561093 - 7603.61944847	8008	37.34
TOTALS		21444	100.00

Variable Name: W1SCITCH186

Position: 15016 - 15028, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 186

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13764	64.19
C	10.40451974 - 10083.8088756	7680	35.81
TOTALS		21444	100.00

Variable Name: W1SCITCH187

Position: 15029 - 15041, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 187

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13600	63.42
C	7.21951787 - 7691.30992931	7844	36.58
TOTALS		21444	100.00

Variable Name: W1SCITCH188

Position: 15042 - 15054, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 188

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13301	62.03
C	5.81026407 - 12791.4542444	8143	37.97
TOTALS		21444	100.00

Variable Name: W1SCITCH189

Position: 15055 - 15067, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 189

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13246	61.77
C	7.09776007 - 16625.4402396	8198	38.23
TOTALS		21444	100.00

Variable Name: W1SCITCH190

Position: 15068 - 15080, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 190

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13676	63.78
C	7.44670711 - 15736.5790243	7768	36.22
TOTALS		21444	100.00

Variable Name: W1SCITCH191

Position: 15081 - 15093, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 191

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13656	63.68
C	3.94571378 - 11094.2401251	7788	36.32
TOTALS		21444	100.00

Variable Name: W1SCITCH192

Position: 15094 - 15106, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 192

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13520	63.05
C	5.37742877 - 9555.17905184	7924	36.95
TOTALS		21444	100.00

Variable Name: W1SCITCH193

Position: 15107 - 15119, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 193

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13172	61.43
C	4.31933812 - 7234.98734415	8272	38.57
TOTALS		21444	100.00

Variable Name: W1SCITCH194

Position: 15120 - 15132, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 194

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13388	62.43
C	7.75480287 - 8793.15652816	8056	37.57
TOTALS		21444	100.00

Variable Name: W1SCITCH195

Position: 15133 - 15145, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 195

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13585	63.35
C	8.54249881 - 9082.09705514	7859	36.65
TOTALS		21444	100.00

Variable Name: W1SCITCH196

Position: 15146 - 15158, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 196

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13433	62.64
C	6.68332441 - 8315.57909077	8011	37.36
TOTALS		21444	100.00

Variable Name: W1SCITCH197

Position: 15159 - 15171, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 197

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13274	61.90
C	5.63450998 - 14246.3588092	8170	38.10
TOTALS		21444	100.00

Variable Name: W1SCITCH198

Position: 15172 - 15184, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 198

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13512	63.01
C	5.20067523 - 7552.01375917	7932	36.99
TOTALS		21444	100.00

Variable Name: W1SCITCH199

Position: 15185 - 15197, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 199

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13435	62.65
C	10.9686946 - 13332.3163709	8009	37.35
TOTALS		21444	100.00

Variable Name: W1SCITCH200

Position: 15198 - 15210, Format: N13.8

Variable Label: W1 BRR science-course enrollee analytic weight for replicate 200

Variable Description:

- BRR weights used to construct replicate variance estimates for analyses including contextual data on the student's science course, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCITCH). See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	13261	61.84
C	4.37307466 - 7557.34527154	8183	38.16
TOTALS		21444	100.00

School Codebook

Variable Name: Sch_ID

Position: 1 - 4, Format: A4

Variable Label: School ID

Variable Description:

- School identifier assigned for the base year sample high school. IDs randomly assigned from 1001 to 1944 across all high schools.

Code	Value Label	Frequency	Percentage
Alph	Alpha	944	100.00
TOTALS		944	100.00

Variable Name: X1NCESID

Position: 5 - 16, Format: A12

Variable Label: X1 School identification number from CCD or PSS

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1NCESID stores the 12-character NCES ID of the sample member's base year school (2009-2010 school year). The NCES ID is school identifier used to link to the Common Core of Data (CCD) file and the Private School Survey (PSS) file. The source of the NCES ID was the 2008-2009 CCD and 2007-2008 PSS.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: W1SCHOOL

Position: 17 - 29, Format: N13.8

Variable Label: W1 Base year school analytic weight

Variable Description:

- School weight used in school-level analysis of data from all base year responding schools. See section 6.3 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	1.03033128 - 926.07711649	944	100.00
TOTALS		944	100.00

Variable Name: STRAT_ID

Position: 30 - 32, Format: N3.

Variable Label: Stratum

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- This variable indicates the analytic stratum to be used for computing Taylor Series linearization variance estimates for all HSLS:09 base year data. The analytic strata were formed from information used to randomly select the sample of schools and replicated at the student level. To support efficient variance estimation overall and within subpopulations, a large number of analytic strata each containing 2 or more PSUs per stratum (see PSU) is used in HSLS:09. See section 6.6.1 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: PSU

Position: 33 - 34, Format: N2.

Variable Label: Primary sampling unit

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- This variable indicates the analytic primary sampling unit (PSU, i.e., school) to be used for computing Taylor Series linearization variance estimates for all HSLS:09 base year data. PSU is developed at the school level and replicated at the student level. To support efficient variance estimation overall and within subpopulations, a large number of analytic strata (see STRAT_ID) each containing 2 or more PSUs per stratum is used in HSLS:09. See section 6.6.1 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1CONTROL

Position: 35 - 36, Format: N2.

Variable Label: X1 School control

Comment: Catholic and other private recoded as one category on the public use file.

Variable Description:

- X1CONTROL identifies the sample member's base year school as being a Public, Catholic, or Other Private School, as indicated in the source data for sampling: the Common Core of Data (CCD) 2007-2008 and the Private School Survey (PSS) 2007-2008.

Code	Value Label	Frequency	Percentage
1	Public	767	81.25
2	Catholic or other private	177	18.75
TOTALS		944	100.00

Variable Name: X1LOCALE

Position: 37 - 38, Format: N2.

Variable Label: X1 School locale (urbanicity)

Variable Description:

- X1LOCALE characterizes the locale (urbanicity) of the sample member's base year school as either City, Suburb, Town, or Rural, as indicated in the source data for sampling: the Common Core of Data (CCD) 2007-2008 and the Private School Survey (PSS) 2007-2008.

Code	Value Label	Frequency	Percentage
1	City	272	28.81
2	Suburb	335	35.49
3	Town	117	12.39
4	Rural	220	23.31
TOTALS		944	100.00

Variable Name: X1REGION

Position: 39 - 40, Format: N2.

Variable Label: X1 School geographic region

Variable Description:

- X1REGION identifies the geographic region of the sample member's base year school, as indicated in the source data for sampling: the Common Core of Data (CCD) 2007-2008 and the Private School Survey (PSS) 2007-2008.

Code	Value Label	Frequency	Percentage
1	Northeast	149	15.78
2	Midwest	251	26.59
3	South	380	40.25
4	West	164	17.37
TOTALS		944	100.00

Variable Name: X1CENDIV

Position: 41 - 42, Format: N2.

Variable Label: X1 School census geographic division

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1CENDIV identifies the census geographic division of the sample member's base year school, as indicated in the source data for sampling: the Common Core of Data (CCD) 2007-2008 and the Private School Survey (PSS) 2007-2008.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00

TOTALS		944	100.00

Variable Name: X1STATESAMPL

Position: 43 - 44, Format: N2.

Variable Label: X1 State level public school sample membership

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1STATE indicates whether or not the school is part of a state-representative public school sample, and if so, which particular state-representative public school sample the school is a part of.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1STATE

Position: 45 - 46, Format: N2.

Variable Label: X1 State code for school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- FIPS code for school state

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1GRADESPAN

Position: 47 - 48, Format: N2.

Variable Label: X1 Grade span of school-administrator questionnaire

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- This variable reflects the school administrator's indication as to whether the lowest grade level offered at the sample member's base year school was Pre-K though 5th grade, 6th through 8th grade, or 9th grade.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1FREELUNCH

Position: 49 - 50, Format: N2.

Variable Label: X1 Grade 9 percent free lunch-categorical

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1FREELUNCH. This variable indicates the percentage of students enrolled in the school who receive free or reduced price lunch.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1REPEAT9TH

Position: 51 - 52, Format: N2.

Variable Label: X1 Percent of 9th graders repeating 9th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1REPEATG9. This variable indicates the percentage of students enrolled in the school who are repeating 9th grade.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1SCHAMIND

Position: 53 - 54, Format: N2.

Variable Label: X1 Percent of students in school that are American Indian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1AMINDIANST. This variable indicates the percentage of students enrolled in the school who are identified as American Indian or Alaskan Native.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1SCHASIAN

Position: 55 - 56, Format: N2.

Variable Label: X1 Percent of students in school that are Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1ASIANSTU. This variable indicates the percentage of students enrolled in the school who are identified as Asian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1SCHBLACK

Position: 57 - 58, Format: N2.

Variable Label: X1 Percent of students in school that are Black

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1BLACKSTU. This variable indicates the percentage of students enrolled in the school who are identified as Black or African American.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1SCHHISP

Position: 59 - 60, Format: N2.

Variable Label: X1 Percent of students in school that are Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1HISPSTU. This variable indicates the percentage of students enrolled in the school who are identified as Hispanic.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1SCHWHITE

Position: 61 - 62, Format: N2.

Variable Label: X1 Percent of students in school that are White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1WHITESTU. This variable indicates the percentage of students enrolled in the school who are identified as White or Caucasian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1SCHOOLCLI

Position: 63 - 67, Format: N5.2

Variable Label: X1 Scale of administrator's assessment of school climate

Variable Description:

- This variable is a scale of the administrator's assessment of his/her school's climate. Higher values represent more positive assessments of the school's climate (i.e. fewer problems are indicated). Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were A1CONFLICT, A1ROBBERY, A1VANDALISM, A1DRUGUSE, A1ALCOHOL, A1DRUGSALE, A1WEAPONS, A1PHYSABUSE, A1TENSION, A1BULLY, A1VERBAL, A1MISBEHAVE, A1DISRESPECT, and A1GANG. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-4.22 - 1.97	743	78.71
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	145	15.36
TOTALS		944	100.00

Variable Name: X1COUPERTEA

Position: 68 - 72, Format: N5.2

Variable Label: X1 Scale of counselor's perceptions of teacher expectations

Variable Description:

- This variable is a scale of the school counselor's perceptions of the teaching staff's expectations. Higher values represent more positive assessments of the teaching staff's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were C1TTEACHING, C1TLEARNING, C1TBELIEVE, C1TWORKHARD, C1TGIVEUP, C1TCARE, and C1TEXPECT. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage

C	-4.92 - 1.56	828	87.71
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	24	2.54
TOTALS		944	100.00

Variable Name: X1COUPERCOU

Position: 73 - 77, Format: N5.2

Variable Label: X1 Scale of counselor's perceptions of counselor expectations

Variable Description:

- This variable is a scale of the school counselor's perceptions of the counseling staff's expectations. Higher values represent more positive assessments of the counseling staff's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were C1CLEARNING, C1CBELIEVE, C1CWORKHARD, C1CGIVEUP, C1CCARE, and C1CEXPECT. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-6.43 - 1.15	834	88.35
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	18	1.91
TOTALS		944	100.00

Variable Name: X1COUPERPRI

Position: 78 - 82, Format: N5.2

Variable Label: X1 Scale of counselor's perceptions of principal's expectations

Variable Description:

- This variable is a scale of the school counselor's perceptions of the school principal's expectations. Higher values represent more positive assessments of the principal's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were C1PLEARNING, C1PBELIEVE, C1PWORKHARD, C1PGIVEUP, C1PCARE, and C1PEXPECT. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-5.51 - 1.1	813	86.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	39	4.13
TOTALS		944	100.00

Variable Name: X1AQSTAT

Position: 83 - 84, Format: N2.

Variable Label: X1 administrator questionnaire status

Variable Description:

- X1AQSTAT indicates whether a complete base year administrator interview is available on the data file; X1AQSTAT also indicates the mode of the base year administrator interview, and whether the administrator responded to a full-length or abbreviated interview. For an explanation of a responding case, please see chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Self-administered standard form	743	78.71
2	CATI standard form	66	6.99
3	Web self-administered abbreviated form	48	5.08
4	CATI abbreviated form	31	3.28
8	Non-respondent	56	5.93
TOTALS		944	100.00

Variable Name: X1AQDATE

Position: 85 - 90, Format: A6

Variable Label: X1 administrator questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the school administrator responded to the base year administrator questionnaire.

Code	Value Label	Frequency	Percentage
Alph	Alpha	888	94.07
-8	Unit non-response/component not applicable	56	5.93
TOTALS		944	100.00

Variable Name: X1AQDESIGNEE

Position: 91 - 92, Format: N2.

Variable Label: X1 administrator questionnaire designee respondent (designee resp v. no designee)

Variable Description:

- Indicates whether an adminstrator designee completed the applicable portion of the administrator questionnaire. An administrator designee was allowed to complete all sections of the administrator questionnaire except for the "Goals and Background" section (i.e. administrator questionnaire variables with a variable label prefix of "A1 Exxx"), which was the administrator was required to complete him/herself.

Code	Value Label	Frequency	Percentage
0	Designee did not complete applicable portion	851	90.15
1	Designee completed applicable portion	37	3.92

8	Non-respondent (no administrator survey data)	56	5.93
TOTALS		944	100.00

Variable Name: X1CQSTAT

Position: 93 - 94, Format: N2.

Variable Label: X1 counselor questionnaire status

Variable Description:

- X1CQSTAT indicates whether a complete base year counselor interview is available on the data file; X1CQSTAT also indicates the mode of the base year counselor interview. For an explanation of a responding case, please see chapter 2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Self-administered standard form	782	82.84
2	CATI standard form	70	7.42
8	Non-respondent	92	9.75
TOTALS		944	100.00

Variable Name: X1CQDATE

Position: 95 - 100, Format: A6

Variable Label: X1 counselor questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the school counselor responded to the base year counselor questionnaire.

Code	Value Label	Frequency	Percentage
Alph	Alpha	852	90.25
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: A1GRADEPREK

Position: 101 - 102, Format: N2.

Variable Label: A1 A01A School includes pre-kindergarten

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADEK

Position: 103 - 104, Format: N2.

Variable Label: A1 A01B School includes kindergarten

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE1

Position: 105 - 106, Format: N2.

Variable Label: A1 A01C School includes 1st grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE2

Position: 107 - 108, Format: N2.

Variable Label: A1 A01D School includes 2nd grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE3

Position: 109 - 110, Format: N2.

Variable Label: A1 A01E School includes 3rd grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE4

Position: 111 - 112, Format: N2.

Variable Label: A1 A01F School includes 4th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE5

Position: 113 - 114, Format: N2.

Variable Label: A1 A01G School includes 5th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE6

Position: 115 - 116, Format: N2.

Variable Label: A1 A01H School includes 6th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE7

Position: 117 - 118, Format: N2.

Variable Label: A1 A01I School includes 7th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE8

Position: 119 - 120, Format: N2.

Variable Label: A1 A01J School includes 8th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE9

Position: 121 - 122, Format: N2.

Variable Label: A1 A01K School includes 9th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE10

Position: 123 - 124, Format: N2.

Variable Label: A1 A01L School includes 10th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE11

Position: 125 - 126, Format: N2.

Variable Label: A1 A01M School includes 11th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE12

Position: 127 - 128, Format: N2.

Variable Label: A1 A01N School includes 12th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE13

Position: 129 - 130, Format: N2.

Variable Label: A1 A01O School includes grades above 12th

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1UNGRADED

Position: 131 - 132, Format: N2.

Variable Label: A1 A01P School includes ungraded level(s)

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SCHCONTROL

Position: 133 - 134, Format: N2.

Variable Label: A1 A02 School control

Variable Description:

- Our records indicate that [your school] is a [public/private] school. Is this correct?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and such that 'public' or 'private' was conditionally displayed based on sampling information. Although the actual survey instrument included this question with yes/no response options, pre-loaded school control information was combined with the administrator's yes/no response to produce A1SCHCONTROL values of 1=Public and 2=Private. Please note the composite variable X1CONTROL (which, unlike A1SCHCONTROL, is based on CCD and PSS data) contains more specific school control information than A1SCHCONTROL, i.e. it has values of Public, Catholic, and Other private; in addition, X1CONTROL contains non-missing values even where A1SCHCONTROL is missing.

Code	Value Label	Frequency	Percentage

1	Public	716	75.85
2	Private	172	18.22
-8	Unit non-response/component not applicable	56	5.93
TOTALS		944	100.00

Variable Name: A1RELIGIOUS

Position: 135 - 136, Format: N2.

Variable Label: A1 A03 Whether school has a religious orientation or purpose

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does this school have a religious orientation or purpose?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1RELIGTYPE

Position: 137 - 138, Format: N2.

Variable Label: A1 A04 School's religious orientation

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is this school's religious orientation or affiliation?

Catholic

Christian

Jewish

Muslim or Islamic

Other religious affiliation

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SINGLESEX

Position: 139 - 140, Format: N2.

Variable Label: A1 A05 Whether school is a single-sex school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school] a single sex school?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SCHTYPE

Position: 141 - 142, Format: N2.

Variable Label: A1 A06 School type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following best describes your high school? Would you say...

a regular school [-- not including magnet or charter schools]

a charter school (a school that in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations)

a special program school [or magnet school] --such as a science or math school, performing arts school, talented or gifted school, or a foreign language immersion school

a vocational or technical school or

an alternative school (a school that offers a curriculum designed to provide nontraditional education to students -- for example, to students at risk of school failure or dropout in a traditional setting)?

Note: Response options were customized in the survey instrument such that [bracketed text] was displayed if the respondent indicated their school was a public school.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SCHSPFOCUS

Position: 143 - 144, Format: N2.

Variable Label: A1 A07 Whether school's special focus is math or science

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school]'s special focus on...

math or science or

something else such as performing arts, education for talented or gifted students, or foreign language immersion?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CHOICEPROG

Position: 145 - 146, Format: N2.

Variable Label: A1 A08 School participates in public school choice program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does [your school] participate in a public school choice program? Do not include public school choice that is mandatory due to Adequate Yearly Progress requirements.

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CHOICEIN

Position: 147 - 148, Format: N2.

Variable Label: A1 A09A School's students can enroll in another school within district

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate? (check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CHOICEOUT

Position: 149 - 150, Format: N2.

Variable Label: A1 A09B School's students can enroll in a school in another district at no cost

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CHOICESCH

Position: 151 - 152, Format: N2.

Variable Label: A1 A09C Students from other districts can enroll in school at no tuition cost

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CHOICEPRIV

Position: 153 - 154, Format: N2.

Variable Label: A1 A09D School's students can enroll in private school using state/district fund

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CHOICEOTHR

Position: 155 - 156, Format: N2.

Variable Label: A1 A09E School participates in another public school choice program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1YRROUND

Position: 157 - 158, Format: N2.

Variable Label: A1 A10 Whether school is a year round school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school] a year round school?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CALENDAR

Position: 159 - 160, Format: N2.

Variable Label: A1 A11 Academic calendar type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What kind of academic calendar does [your school] have for grades 9 through 12?

Semester calendar

Trimester calendar

Quarter calendar

Other calendar

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SCHEDULE

Position: 161 - 162, Format: N2.

Variable Label: A1 A12 Course schedule type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How are courses scheduled in [your school] for grades 9 through 12? Would you say...

traditional scheduling only (no block scheduling)

block scheduling only such as 4x4 or A/B, or

both traditional and block scheduling?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1TRADMINS

Position: 163 - 164, Format: N2.

Variable Label: A1 A13 Length of traditional schedule courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes long are courses on the traditional schedule at [your school] for grades 9 through 12?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ACADBLOCK

Position: 165 - 166, Format: N2.

Variable Label: A1 A14A Whether academic courses are block scheduled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following types of courses are block scheduled for grades 9 through 12?

(check all that apply)

Academic courses

Vocational or technical courses

Other courses

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1VOCBLOCK

Position: 167 - 168, Format: N2.

Variable Label: A1 A14B Whether vocational/technical courses are block scheduled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following types of courses are block scheduled for grades 9 through 12?

(check all that apply)

Academic courses

Vocational or technical courses

Other courses

Code	Value Label	Frequency	Percentage

-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OTHRBLOCK

Position: 169 - 170, Format: N2.

Variable Label: A1 A14C Whether other courses are block scheduled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following types of courses are block scheduled for grades 9 through 12?

(check all that apply)

Academic courses

Vocational or technical courses

Other courses

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ABLOCKMINS

Position: 171 - 173, Format: N3.

Variable Label: A1 A15 Length of block-scheduled academic courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes is each block for academic courses for grades 9 through 12?

(Please round to the nearest whole number.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1VBLOCKMINS

Position: 174 - 176, Format: N3.

Variable Label: A1 A16 Length of block-scheduled vocational/technical courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes is each block for vocational or technical courses?

(Please round to the nearest whole number.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OBLOCKMINS

Position: 177 - 179, Format: N3.

Variable Label: A1 A17 Length of other block-scheduled courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes is each block [for all other courses]?

(Please round to the nearest whole number.)

Note: Question wording was customized in the survey instrument such that 'for all other courses' was displayed in cases where the respondent indicated block and/or vocational course were also block scheduled.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CLASSHRS

Position: 180 - 184, Format: N5.2

Variable Label: A1 A18 Average instruction hours per day

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- On average, how many hours of instruction per day, excluding study hall and lunch, do high school students receive at [your school]?

(Please use decimals for partial hours.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ADA

Position: 185 - 187, Format: N3.

Variable Label: A1 A19 Average daily attendance percentage for high school students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the average daily attendance (ADA) for high school students in your school last year?

(Please round to the nearest whole number.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1NOTIFY

Position: 188 - 189, Format: N2.

Variable Label: A1 A20 Whether parents are notified when students are absent without an excuse

Variable Description:

- When high school students are absent without an excuse, are parents notified?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	32	3.39
1	Yes	786	83.26
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	70	7.42
TOTALS		944	100.00

Variable Name: A1TRANSFRALT

Position: 190 - 191, Format: N2.

Variable Label: A1 A21 % of 08-09 students transferred out to an alternative program/school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of students attending [your school] in the 2008-2009 school year were transferred out to an alternative program or school?

(Please round to the nearest whole number. Enter '0' if none.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1AYP

Position: 192 - 193, Format: N2.

Variable Label: A1 A22 School is currently in need of improvement due to AYP requirements

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school] currently identified as in need of improvement due to Adequate Yearly Progress (AYP) requirements?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00

TOTALS		944	100.00

Variable Name: A1AYPYR

Position: 194 - 195, Format: N2.

Variable Label: A1 A23 Year of AYP improvement as of 09-10 school year

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- As of the beginning of the 2009-2010 school year, in what year of AYP improvement is [your school]?

Year 1 School Improvement

Year 2 School Improvement

Year 3 Corrective Action

Year 4 Restructuring

Year 5 Implementation of Restructuring

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MADEAYP

Position: 196 - 197, Format: N2.

Variable Label: A1 A24 Whether school made AYP at the end of the 2008-2009 school year

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- At the end of the 2008-2009 school year, did [your school] make AYP?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MTHSCIFAIR

Position: 198 - 199, Format: N2.

Variable Label: A1 A25A Holds math or science fairs/workshops/competitions

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	495	52.44
1	Yes	314	33.26
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSSUMMER

Position: 200 - 201, Format: N2.

Variable Label: A1 A25B Partners w/ college/university that offers math/science summer program

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science? (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	433	45.87
1	Yes	376	39.83
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSAFTERSCH

Position: 202 - 203, Format: N2.

Variable Label: A1 A25C Sponsors a math or science after-school program

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	389	41.21
1	Yes	420	44.49
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSMENTOR

Position: 204 - 205, Format: N2.

Variable Label: A1 A25D Pairs students with mentors in math or science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science? (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	528	55.93
1	Yes	281	29.77
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSSPEAKER

Position: 206 - 207, Format: N2.

Variable Label: A1 A25E Brings in guest speakers to talk about math or science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science? (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	331	35.06
1	Yes	478	50.64
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSFLDTRIP

Position: 208 - 209, Format: N2.

Variable Label: A1 A25F Takes students on math- or science-relevant field trips

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science? (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	289	30.61
1	Yes	520	55.08
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSPRGMS

Position: 210 - 211, Format: N2.

Variable Label: A1 A25G Tells students about math/science contests/websites/blogs/other programs

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	240	25.42
1	Yes	569	60.28
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MESA

Position: 212 - 213, Format: N2.

Variable Label: A1 A25H Partners with MESA or a similar enrichment-model program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science? (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MSPDLEARN

Position: 214 - 215, Format: N2.

Variable Label: A1 A25I Requires teacher prof development in how students learn math/science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	339	35.91
1	Yes	470	49.79
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSPDINTRST

Position: 216 - 217, Format: N2.

Variable Label: A1 A25J Requires teacher prof development in increasing interest in math/science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	478	50.64
1	Yes	331	35.06
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSOTHER

Position: 218 - 219, Format: N2.

Variable Label: A1 A25K Raises students math/science interest/achievement in another way

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science? (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	604	63.98
1	Yes	205	21.72
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSNONE

Position: 220 - 221, Format: N2.

Variable Label: A1 A25L Doesn't do any of these to raise math/science interest/achievement

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	790	83.69
1	Yes	19	2.01
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1G9SUMMER

Position: 222 - 223, Format: N2.

Variable Label: A1 A26A Offers pre-HS summer reading/math instruction for struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	484	51.27
1	Yes	330	34.96
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84
TOTALS		944	100.00

Variable Name: A1G9OVERAGE

Position: 224 - 225, Format: N2.

Variable Label: A1 A26B Offers learning communities for over-age student lacking HS prerequisite

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage

0	No	668	70.76
1	Yes	146	15.47
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84
TOTALS		944	100.00

Variable Name: A1G9COMMUNTY

Position: 226 - 227, Format: N2.

Variable Label: A1 A26C Offers 9th grade learning communities separate from rest of school

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	580	61.44
1	Yes	234	24.79
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84
TOTALS		944	100.00

Variable Name: A1G9BLOCKSCH

Position: 228 - 229, Format: N2.

Variable Label: A1 A26D Offers block scheduling to assist struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	116	12.29
1	Yes	214	22.67
-7	Item legitimate skip/NA	520	55.08
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	38	4.03
TOTALS		944	100.00

Variable Name: A1G9DOUBLE

Position: 230 - 231, Format: N2.

Variable Label: A1 A26E Offers catch-up courses/double-dosing to assist struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	381	40.36
1	Yes	433	45.87
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84
TOTALS		944	100.00

Variable Name: A1G9STUDY

Position: 232 - 233, Format: N2.

Variable Label: A1 A26F Offers study skill seminar/class for struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	476	50.42
1	Yes	338	35.81
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84
TOTALS		944	100.00

Variable Name: A1G9TEACHER

Position: 234 - 235, Format: N2.

Variable Label: A1 A26G Offers assistance for teachers working with struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	467	49.47
1	Yes	347	36.76
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84
TOTALS		944	100.00

Variable Name: A1G9TUTOR

Position: 236 - 237, Format: N2.

Variable Label: A1 A26H Offers tutoring to assist struggling 9th graders

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage

-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1G9OTHRPROG

Position: 238 - 239, Format: N2.

Variable Label: A1 A26I Offers another program to assist struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	565	59.85
1	Yes	249	26.38
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84
TOTALS		944	100.00

Variable Name: A1G9NOPROG

Position: 240 - 241, Format: N2.

Variable Label: A1 A26J School has no programs to assist struggling 9th graders

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1G9ABSENTEE

Position: 242 - 243, Format: N2.

Variable Label: A1 A27A Grade 9 academic assistance recommended based on absentee record

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	316	33.47
1	Yes	490	51.91
-7	Item legitimate skip/NA	7	0.74

-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9GRADES

Position: 244 - 245, Format: N2.

Variable Label: A1 A27B Grade 9 academic assistance recommended based on poor/failing grades

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	29	3.07
1	Yes	777	82.31
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9BEHIND

Position: 246 - 247, Format: N2.

Variable Label: A1 A27C Grade 9 acad assistance recommended based on being behind on credits

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	256	27.12
1	Yes	550	58.26
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9BEHAVE

Position: 248 - 249, Format: N2.

Variable Label: A1 A27D Grade 9 academic assistance recommended based on disciplinary problems

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	319	33.79

1	Yes	487	51.59
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9TCHREF

Position: 250 - 251, Format: N2.

Variable Label: A1 A27E Grade 9 academic assistance recommended based on teacher referral

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	39	4.13
1	Yes	767	81.25
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9CNSLREF

Position: 252 - 253, Format: N2.

Variable Label: A1 A27F Grade 9 academic assistance recommended based on counselor referral

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	118	12.50
1	Yes	688	72.88
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9PRNTREF

Position: 254 - 255, Format: N2.

Variable Label: A1 A27G Grade 9 academic assistance recommended based on parental request

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	111	11.76

1	Yes	695	73.62
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9REQUEST

Position: 256 - 257, Format: N2.

Variable Label: A1 A27H Grade 9 academic assistance recommended based on student request

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	214	22.67
1	Yes	592	62.71
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9OTHER

Position: 258 - 259, Format: N2.

Variable Label: A1 A27I Grade 9 academic assistance recommendations based on something else

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	713	75.53
1	Yes	93	9.85
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1CAPACITY

Position: 260 - 262, Format: N3.

Variable Label: A1 B01 Percent capacity to which school is filled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is your high school's current enrollment expressed as a percentage of capacity such as 90 percent filled or 105 percent filled?

(Please round to the nearest whole number.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFERALT

Position: 263 - 264, Format: N2.

Variable Label: A1 B02A Alternative program offered on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?

(check all that apply)

Alternative program

Dropout prevention program

College Board Advanced Placement (AP) courses

None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFERDOPRV

Position: 265 - 266, Format: N2.

Variable Label: A1 B02B Dropout prevention program offered on-site

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?

(check all that apply)

Alternative program

Dropout prevention program

College Board Advanced Placement (AP) courses

None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	613	64.94
1	Yes	269	28.50
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	6	0.64
TOTALS		944	100.00

Variable Name: A1OFFERAP

Position: 267 - 268, Format: N2.

Variable Label: A1 B02C College Board Advanced Placement (AP) courses offered on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?

(check all that apply)

Alternative program

Dropout prevention program

College Board Advanced Placement (AP) courses

None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFERNONE

Position: 269 - 270, Format: N2.

Variable Label: A1 B02D None of these programs or courses are offered on-site

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?

(check all that apply)

Alternative program

Dropout prevention program

College Board Advanced Placement (AP) courses

None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	814	86.23
1	Yes	68	7.20
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	6	0.64
TOTALS		944	100.00

Variable Name: A1FREELUNCH

Position: 271 - 273, Format: N3.

Variable Label: A1 B03A % of student body receiving free or reduced-price lunch

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ELL

Position: 274 - 276, Format: N3.

Variable Label: A1 B03B % of student body who are English language learners

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SPECIALED

Position: 277 - 279, Format: N3.

Variable Label: A1 B03C % of student body receiving Special Education services for disabilities

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ALTPROG

Position: 280 - 282, Format: N3.

Variable Label: A1 B03D % of student body enrolled in an alternative program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and 'either at your school or' text was included if respondent indicated school had an alternative education program on-site.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1DROPOUTPRV

Position: 283 - 285, Format: N3.

Variable Label: A1 B03E % of student body enrolled in a dropout prevention program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and 'either at your school or' text was included if respondent indicated school had a dropout prevention program on-site.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1AP

Position: 286 - 288, Format: N3.

Variable Label: A1 B03F % of student body enrolled in Advanced Placement courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and 'either at your school or' text was included if respondent indicated school offered AP courses on-site.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HISPSTU

Position: 289 - 291, Format: N3.

Variable Label: A1 B04A % of student body of Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1WHITESTU

Position: 292 - 294, Format: N3.

Variable Label: A1 B04B % of student body that is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1BLACKSTU

Position: 295 - 297, Format: N3.

Variable Label: A1 B04C % of student body that is Black or African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ASIANPISTU

Position: 298 - 300, Format: N3.

Variable Label: A1 B04D % of student body that is Asian or Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1AMINDIANST

Position: 301 - 303, Format: N3.

Variable Label: A1 B04E % of student body that is American Indian or Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1REPEATG9

Position: 304 - 305, Format: N2.

Variable Label: A1 B05 % of the 2009-2010 9th-grade class that is repeating 9th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of [your school]'s 2009-2010 9th-grade class is repeating 9th grade?

(Please round to the nearest whole number.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1RETURN09

Position: 306 - 308, Format: N3.

Variable Label: A1 B06 % of 9th graders enrolled in this school Sept 2008 returned Sept 2009

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of 9th-grade students who were enrolled in your school in September of 2008 returned to your school in September of 2009?

(Please round to the nearest whole number.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00

TOTALS		944	100.00

Variable Name: A14YRDEGREE

Position: 309 - 311, Format: N3.

Variable Label: A1 B07A % of 08-09 seniors who went to 4-year Bachelor's-granting institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A12YRDEGREE

Position: 312 - 314, Format: N3.

Variable Label: A1 B07B % of 08-09 seniors who went to Associates-granting/technical institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1WORK

Position: 315 - 317, Format: N3.

Variable Label: A1 B07C % of 08-09 seniors who entered the workforce

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MILITARY

Position: 318 - 320, Format: N3.

Variable Label: A1 B07D % of 08-09 seniors who joined military

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1DIDOTHER

Position: 321 - 323, Format: N3.

Variable Label: A1 B07E % of 08-09 seniors who did something else

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1FTTCHRS

Position: 324 - 326, Format: N3.

Variable Label: A1 C01A Total number of full-time teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many teachers work full-time and how many work part-time at [your school]?

full-time teachers

part-time teachers

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1PTTCHRS

Position: 327 - 329, Format: N3.

Variable Label: A1 C01B Total number of part-time teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many teachers work full-time and how many work part-time at [your school]?

full-time teachers

part-time teachers

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1FTMTCHRS

Position: 330 - 332, Format: N3.

Variable Label: A1 C02A Number of full-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1PTMTCHRS

Position: 333 - 335, Format: N3.

Variable Label: A1 C02B Number of part-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1FTSTCHRS

Position: 336 - 338, Format: N3.

Variable Label: A1 C02C Number of full-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1PSCTCHRS

Position: 339 - 341, Format: N3.

Variable Label: A1 C02D Number of part-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1FTOTHTCHRS

Position: 342 - 344, Format: N3.

Variable Label: A1 C02E Number of full-time high school teachers of all other subject areas

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1PTOTHTCHRS

Position: 345 - 347, Format: N3.

Variable Label: A1 C02F Number of part-time high school teachers of all other subject areas

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CERTFTMTCH

Position: 348 - 349, Format: N2.

Variable Label: A1 C03A Number of certified full-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school math teachers in [your school], how many are certified by your state to teach math at the secondary school (9-12) level?

  certified full-time high school math teachers (If none, enter 0)

  certified part-time high school math teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time math teachers was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CERTPTMTCH

Position: 350 - 351, Format: N2.

Variable Label: A1 C03B Number of certified part-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school math teachers in [your school], how many are certified by your state to teach math at the secondary school (9-12) level?

  certified full-time high school math teachers (If none, enter 0)

  certified part-time high school math teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time math teachers was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CERTFTSTCH

Position: 352 - 353, Format: N2.

Variable Label: A1 C03C Number of certified full-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school science teachers in [your school], how many are certified by your state to teach science at the secondary school (9-12) level?

  certified full-time high school science teachers (If none, enter 0)

  certified part-time high school science teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time science teachers was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CERTPTSTCH

Position: 354 - 355, Format: N2.

Variable Label: A1 C03D Number of certified part-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school science teachers in [your school], how many are certified by your state to teach science at the secondary school (9-12) level?

certified full-time high school science teachers (If none, enter 0)

certified part-time high school science teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time science teachers was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MSRECRUIT

Position: 356 - 357, Format: N2.

Variable Label: A1 C04 Whether recruited/interviewed HS math/science teachers for 2008-2009

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For the school year 2008û2009, were there high school teaching vacancies in either your math or science departments for which teachers were recruited and interviewed?

Math vacancies only

Science vacancies only

Both math and science vacancies

No math or science vacancies

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1FILLMTH

Position: 358 - 359, Format: N2.

Variable Label: A1 C05 Ease of filling high school mathematics teaching vacancies

Comment: "Could not fill math department" recoded with "Very difficult" on the public use file.

Variable Description:

- How easy or difficult was it to fill the high school teaching vacancies in the mathematics department in your school? Would you say...

  easy

  somewhat difficult

  very difficult or

  you could not fill the vacancies in the math department?

Code	Value Label	Frequency	Percentage
1	Easy	123	13.03
2	Somewhat difficult	197	20.87
3	Very difficult or could not fill math dept. vacancies	97	10.28
-7	Item legitimate skip/NA	386	40.89
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	85	9.00
TOTALS		944	100.00

Variable Name: A1FILLSCI

Position: 360 - 361, Format: N2.

Variable Label: A1 C06 Ease of filling high school science teaching vacancies

Comment: "Could not fill science department" recoded with "Very difficult" on the public use file.

Variable Description:

- How easy or difficult was it to fill the high school teaching vacancies in the science department in your school? Would you say...

  easy

  somewhat difficult

  very difficult or

  you could not fill the vacancies in the science department?

Code	Value Label	Frequency	Percentage
1	Easy	111	11.76
2	Somewhat difficult	183	19.39
3	Very difficult or could not fill science dept. vacancies	106	11.23
-7	Item legitimate skip/NA	400	42.37
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	88	9.32

TOTALS		944	100.00

Variable Name: A1MINCENTIVE

Position: 362 - 363, Format: N2.

Variable Label: A1 C07 School/district offers incentives to attract FT HS math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school or district offer signing bonuses or incentives for example, monetary bonuses, tuition aid, or tuition tax credits to attract qualified full-time high school math teachers?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SINCENTIVE

Position: 364 - 365, Format: N2.

Variable Label: A1 C08 School/district offers incentives to attract FT HS science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school or district offer signing bonuses or incentives for example monetary bonuses, tuition aid, or tuition tax credits to attract qualified full-time high school science teachers?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MTNORETURN

Position: 366 - 367, Format: N2.

Variable Label: A1 C09 # of 2008-2009 full-time math teachers who did not return in 2009-2010

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many full-time high school math teachers who taught in your school last year (2008-2009), did not return to teach at your school this year (2009-2010)?

(Please enter 0 if all high school math teachers returned this school year.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1STNORETURN

Position: 368 - 369, Format: N2.

Variable Label: A1 C10 # of 2008-2009 full-time science teachers who did not return in 2009-2010

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many full-time high school science teachers who taught in your school last year (2008-2009), did not return to teach at your school this year (2009-2010)?

(Please enter 0 if all high school science teachers returned this school year.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ABSENTTCHR

Position: 370 - 371, Format: N2.

Variable Label: A1 C11 % of high school's teachers absent on an average day

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of your school's high school teachers are absent on an average day?

(Please enter 0 if none.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONPREALG

Position: 372 - 373, Format: N2.

Variable Label: A1 D01A School offers PreAlgebra on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONRMTH

Position: 374 - 375, Format: N2.

Variable Label: A1 D01B School offers Review or Remedial Math on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONINTMTH1

Position: 376 - 377, Format: N2.

Variable Label: A1 D01C School offers Integrated Math I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONINTMTH2

Position: 378 - 379, Format: N2.

Variable Label: A1 D01D School offers Integrated Math II or above on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONALGP1P2

Position: 380 - 381, Format: N2.

Variable Label: A1 D01E School offers Algebra I, part 1 and part 2 on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONALG1

Position: 382 - 383, Format: N2.

Variable Label: A1 D01F School offers Algebra I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONALG2

Position: 384 - 385, Format: N2.

Variable Label: A1 D01G School offers Algebra II on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONGEOM

Position: 386 - 387, Format: N2.

Variable Label: A1 D01H School offers Geometry on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONTRIG

Position: 388 - 389, Format: N2.

Variable Label: A1 D01I School offers Trigonometry on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONALG3

Position: 390 - 391, Format: N2.

Variable Label: A1 D01J School offers Algebra III on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONANGEOM

Position: 392 - 393, Format: N2.

Variable Label: A1 D01K School offers Analytic Geometry on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCLC

Position: 394 - 395, Format: N2.

Variable Label: A1 D01L School offers Calculus on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCLCAPAB

Position: 396 - 397, Format: N2.

Variable Label: A1 D01M School offers Calculus AP (AB) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCLCAPBC

Position: 398 - 399, Format: N2.

Variable Label: A1 D01N School offers Calculus AP (BC) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCLCAPIB

Position: 400 - 401, Format: N2.

Variable Label: A1 D01O School offers Calculus IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCMPSCI

Position: 402 - 403, Format: N2.

Variable Label: A1 D01P School offers Computer Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCMPSCIA

Position: 404 - 405, Format: N2.

Variable Label: A1 D01Q School offers Computer Science AP (A) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCMPSCIB

Position: 406 - 407, Format: N2.

Variable Label: A1 D01R School offers Computer Science AP (AB) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONSTATS

Position: 408 - 409, Format: N2.

Variable Label: A1 D01S School offers Statistics or Probability on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONSTATSAP

Position: 410 - 411, Format: N2.

Variable Label: A1 D01T School offers Statistics AP on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Calculus IB

Computer Science

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFPREALG

Position: 412 - 413, Format: N2.

Variable Label: A1 D02A School offers PreAlgebra through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFRMTH

Position: 414 - 415, Format: N2.

Variable Label: A1 D02B School offers Review or Remedial Math through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFINTMTH1

Position: 416 - 417, Format: N2.

Variable Label: A1 D02C School offers Integrated Math I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFINTMTH2

Position: 418 - 419, Format: N2.

Variable Label: A1 D02D School offers Integrated Math II or above through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFALGP1P2

Position: 420 - 421, Format: N2.

Variable Label: A1 D02E School offers Algebra I, part 1 and part 2 through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFALG1

Position: 422 - 423, Format: N2.

Variable Label: A1 D02F School offers Algebra I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFALG2

Position: 424 - 425, Format: N2.

Variable Label: A1 D02G School offers Algebra II through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFGEOM

Position: 426 - 427, Format: N2.

Variable Label: A1 D02H School offers Geometry through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFTRIG

Position: 428 - 429, Format: N2.

Variable Label: A1 D02J School offers Trigonometry through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFALG3

Position: 430 - 431, Format: N2.

Variable Label: A1 D02K School offers Algebra III through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFANGEOM

Position: 432 - 433, Format: N2.

Variable Label: A1 D02L School offers Analytic Geometry through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCLC

Position: 434 - 435, Format: N2.

Variable Label: A1 D02M School offers Calculus through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCLCAPAB

Position: 436 - 437, Format: N2.

Variable Label: A1 D02N School offers Calculus AP (AB) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCLCAPBC

Position: 438 - 439, Format: N2.

Variable Label: A1 D02O School offers Calculus AP (BC) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCMPSCI

Position: 440 - 441, Format: N2.

Variable Label: A1 D02Q School offers Computer Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCLCAPIB

Position: 442 - 443, Format: N2.

Variable Label: A1 D02P School offers Calculus IB through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFMPSCIA

Position: 444 - 445, Format: N2.

Variable Label: A1 D02R School offers Computer Science AP (A) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCMPSCIB

Position: 446 - 447, Format: N2.

Variable Label: A1 D02S School offers Computer Science AP (AB) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFSTATS

Position: 448 - 449, Format: N2.

Variable Label: A1 D02T School offers Statistics or Probability through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFSTATSAP

Position: 450 - 451, Format: N2.

Variable Label: A1 D02U School offers Statistics AP through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1NOMTHO

Position: 452 - 453, Format: N2.

Variable Label: A1 D02V School doesn't offer any of these math courses through other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I

Algebra II

Geometry

Trigonometry

Algebra III

Analytic Geometry

Calculus

AP Calculus, AB

AP Calculus, BC

Computer Science

Calculus IB

AP Computer Science, A

AP Computer Science, AB

Statistics or Probability

AP Statistics

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONGENSCI

Position: 454 - 455, Format: N2.

Variable Label: A1 D03A School offers General Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONPHYSCI

Position: 456 - 457, Format: N2.

Variable Label: A1 D03B School offers Physical Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONERTHSCI

Position: 458 - 459, Format: N2.

Variable Label: A1 D03C School offers Earth Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONENVSCI

Position: 460 - 461, Format: N2.

Variable Label: A1 D03D School offers Environmental Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONTECH

Position: 462 - 463, Format: N2.

Variable Label: A1 D03E School offers Principles of Technology on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONBIO1

Position: 464 - 465, Format: N2.

Variable Label: A1 D03F School offers Biology I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONLIFESCI

Position: 466 - 467, Format: N2.

Variable Label: A1 D03G School offers Life Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCHEM1

Position: 468 - 469, Format: N2.

Variable Label: A1 D03H School offers Chemistry I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONPHYS1

Position: 470 - 471, Format: N2.

Variable Label: A1 D03I School offers Physics I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONINTGSCI1

Position: 472 - 473, Format: N2.

Variable Label: A1 D03J School offers Integrated Science I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONINTGSCI2

Position: 474 - 475, Format: N2.

Variable Label: A1 D03K School offers Integrated Science II or above on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONANATOMY

Position: 476 - 477, Format: N2.

Variable Label: A1 D03L School offers Anatomy or Physiology on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONENVAP

Position: 478 - 479, Format: N2.

Variable Label: A1 D03M School offers Environmental Science AP on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

BAPHYOTH

Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONADVBIO

Position: 480 - 481, Format: N2.

Variable Label: A1 D03N School offers Advanced Biology, Biology II, AP, or IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONADVCHEM

Position: 482 - 483, Format: N2.

Variable Label: A1 D03O School offers Advanced Chemistry, Chemistry II, AP, or IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONADVPHYS

Position: 484 - 485, Format: N2.

Variable Label: A1 D03P School offers Advanced Physics, Physics II, AP, or IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONOTHBIO

Position: 486 - 487, Format: N2.

Variable Label: A1 D03Q School offers an Other biological science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

BAPHYOTH

Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONOTHPSCI

Position: 488 - 489, Format: N2.

Variable Label: A1 D03R School offers an Other physical science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

BAPHYOTH

Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONOTHESCI

Position: 490 - 491, Format: N2.

Variable Label: A1 D03S School offers an Other earth or environmental sciences on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFGENSCI

Position: 492 - 493, Format: N2.

Variable Label: A1 D04A School offers General Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFPHYSCI

Position: 494 - 495, Format: N2.

Variable Label: A1 D04B School offers Physical Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFERTHSCI

Position: 496 - 497, Format: N2.

Variable Label: A1 D04C School offers Earth Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFTECH

Position: 498 - 499, Format: N2.

Variable Label: A1 D04D School offers Principles of Technology through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFBIO1

Position: 500 - 501, Format: N2.

Variable Label: A1 D04E School offers Biology I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFLSCI

Position: 502 - 503, Format: N2.

Variable Label: A1 D04F School offers Life Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCHEM1

Position: 504 - 505, Format: N2.

Variable Label: A1 D04G School offers Chemistry I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFPHYS1

Position: 506 - 507, Format: N2.

Variable Label: A1 D04H School offers Physics I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFINTSCI1

Position: 508 - 509, Format: N2.

Variable Label: A1 D04I School offers Integrated Science I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFINTSCI2

Position: 510 - 511, Format: N2.

Variable Label: A1 D04J School offers Integrated Science II or above through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFENVSCI

Position: 512 - 513, Format: N2.

Variable Label: A1 D04K School offers Environmental Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFANATOMY

Position: 514 - 515, Format: N2.

Variable Label: A1 D04L School offers Anatomy or Physiology through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFENVAP

Position: 516 - 517, Format: N2.

Variable Label: A1 D04M School offers Environmental Science AP through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFADVBIO

Position: 518 - 519, Format: N2.

Variable Label: A1 D04N School offers Advanced Biology/Bio II/AP/IB through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFADVCHEM

Position: 520 - 521, Format: N2.

Variable Label: A1 D04O School offers Advanced Chemistry/Chem II/AP/IB thru some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFADVPHYS

Position: 522 - 523, Format: N2.

Variable Label: A1 D04P School offers Advanced Physics/Phys II/AP/IB through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFOTHPSCI

Position: 524 - 525, Format: N2.

Variable Label: A1 D04Q School offers an Other physical science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFOTHBIO

Position: 526 - 527, Format: N2.

Variable Label: A1 D04R School offers an Other biological science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFOTHESCI

Position: 528 - 529, Format: N2.

Variable Label: A1 D04S School offers an Other earth or envir science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1NOSCIO

Position: 530 - 531, Format: N2.

Variable Label: A1 D04T School doesn't offer any of these science courses through other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1IB

Position: 532 - 533, Format: N2.

Variable Label: A1 D05 School offers an International Baccalaureate (IB) program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your high school offer an International Baccalaureate (IB) program?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00

TOTALS		944	100.00

Variable Name: A1MTHREQS

Position: 534 - 535, Format: N2.

Variable Label: A1 D06 School requires completion of specific math course(s) for graduation

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For the graduating class of 2013, does your high school require the completion of a specific math course or courses for graduation?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MTHSTREQ

Position: 536 - 537, Format: N2.

Variable Label: A1 D07 Describe how math course(s) required for grad compare with state's reqs

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How would you describe the specific math course or courses your school requires for graduation? Would you say...

the same as the math course or courses required by your State Department of Education

more advanced than the math course or courses required by your State Department of Education or

your State Department of Education does not require specific math courses for graduation?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SCIREQS

Position: 538 - 539, Format: N2.

Variable Label: A1 D08 School requires completion of specific sci course(s) for graduation

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For the graduating class of 2013, does your high school require the completion of a specific science course or courses for graduation?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SCISTREQ

Position: 540 - 541, Format: N2.

Variable Label: A1 D09 Describe how science course(s) required for grad compare with state's req

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How would you describe the specific science course or courses your school requires for graduation? Would you say...

the same as the science course or courses required by your State Department of Education

more advanced than the science course or courses required by your State Department of Education or

your State Department of Education does not require specific science courses for graduation?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ALG1LEVELS

Position: 542 - 543, Format: N2.

Variable Label: A1 D10 School offers Algebra I levels for students w/ different abilities

Variable Description:

- Does your high school offer different levels of Algebra I for students who vary in ability or in academic background such as prior 8th grade coursework in math?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	266	28.18
1	Yes	536	56.78
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	86	9.11
TOTALS		944	100.00

Variable Name: A1SEX

Position: 544 - 545, Format: N2.

Variable Label: A1 E01 Principal's sex

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is your sex?

Male

Female

Code	Value Label	Frequency	Percentage

-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HISP

Position: 546 - 547, Format: N2.

Variable Label: A1 E02A Principal is of Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you of Hispanic or Latino/Latina origin?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1WHITE

Position: 548 - 549, Format: N2.

Variable Label: A1 E02B Principal is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1BLACK

Position: 550 - 551, Format: N2.

Variable Label: A1 E02C Principal is Black or African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [[In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ASIAN

Position: 552 - 553, Format: N2.

Variable Label: A1 E02D Principal is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1PACISLE

Position: 554 - 555, Format: N2.

Variable Label: A1 E02E Principal is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1AMINDIAN

Position: 556 - 557, Format: N2.

Variable Label: A1 E02F Principal is American Indian/Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HIDEG

Position: 558 - 559, Format: N2.

Variable Label: A1 E03 Principal's highest degree earned

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the highest degree you have earned?

Associate's degree

Bachelor's degree

Master's degree

Educational Specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

You do not have a degree

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HIMAJV

Position: 560 - 599, Format: A40

Variable Label: A1 E04A Principal's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HIMAJ6

Position: 600 - 606, Format: A7

Variable Label: A1 E04C Principal's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HIMAJ2

Position: 607 - 608, Format: N2.

Variable Label: A1 E04B Principal's major for highest level of education 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1BAMAJV

Position: 609 - 648, Format: A40

Variable Label: A1 E05A Principal's major for Bachelor's degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Note: A1BAMAJV was logically imputed to A1HIMAJV for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1BAMAJ6

Position: 649 - 655, Format: A7

Variable Label: A1 E05C Principal's major for Bachelor's degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Note: A1BAMAJ6 was logically imputed to A1HIMAJ6 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1BAMAJ2

Position: 656 - 657, Format: N2.

Variable Label: A1 E05B Principal's major for Bachelor's degree 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Note: A1BAMAJ2 was logically imputed to A1HIMAJ2 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1STARTDEG

Position: 658 - 659, Format: N2.

Variable Label: A1 E06 Principal has started but not completed more advanced degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Have you started, but not completed, any work on a degree beyond [highest degree earned]?

(If you have started more than one of the degrees listed below, please select the higher degree.)

No, have not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of "highest degree earned"; response options were conditionally displayed based on respondent's actual highest degree earned.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MANAGEMENT

Position: 660 - 661, Format: N2.

Variable Label: A1 E07 Prior management experience outside of the field of education

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Before you became a principal, did you have any management experience outside of the field of education?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ALTPREP

Position: 662 - 663, Format: N2.

Variable Label: A1 E08 Whether became a principal through alternative prep program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Did you become a principal through alternative prep programs, such as New Leaders for New Schools?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CERTIFIED

Position: 664 - 665, Format: N2.

Variable Label: A1 E09 Principal is certified as a principal in this state

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you currently certified as a principal in your state?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1YRSADMIN

Position: 666 - 667, Format: N2.

Variable Label: A1 E10 Years served as principal of any school

Comment: Recoded 13 and 15 as 14, 16 and 18 as 17, and greater than 19 as 19 on the public use file.

Variable Description:

- Including this school year, how many years have you served as the principal of [your school] or any other school?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
C	1 - 19	787	83.37
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	101	10.70
TOTALS		944	100.00

Variable Name: A1YRSHSLSSCH

Position: 668 - 669, Format: N2.

Variable Label: A1 E11 Years served as principal of this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including this school year, how many years have you served as the principal of [your school] or any other school?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "your school".

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1TEACHING

Position: 670 - 671, Format: N2.

Variable Label: A1 E12 Principal is currently teaching in this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In addition to serving as principal, are you currently teaching at [your school]?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1YRSMSTCHR

Position: 672 - 673, Format: N2.

Variable Label: A1 E13A Principal's years of middle school teaching experience

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Including this school year, how /How]many years of middle school and high school teaching experience do you have?

(Please enter '0' if you have no teaching experience at a level.)

Middle (6-8)

Secondary (9-12)

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they were currently teaching at their school.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1YRSHSTCHR

Position: 674 - 675, Format: N2.

Variable Label: A1 E13B Principal's years of secondary teaching experience

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Including this school year, how /How]many years of middle school and high school teaching experience do you have?

(Please enter '0' if you have no teaching experience at a level.)

Middle (6-8)

Secondary (9-12)

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they were currently teaching at their school.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MSSUBJECT

Position: 676 - 677, Format: N2.

Variable Label: A1 E14 Main subject principal taught at middle school level

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the main subject that you taught at the middle school level?

English

Math

History or social studies or social science

Natural or physical sciences

Foreign languages

Physical education

Vocational education

Business

Other subject

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HSSUBJECT

Position: 678 - 679, Format: N2.

Variable Label: A1 E15 Main subject principal taught at high school level

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the main subject that you taught at the high school level?

English

Math

History or social studies or social science

Natural or physical sciences

Foreign languages

Physical education

Vocational education

Business

Other subject

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HRTEACHERS

Position: 680 - 681, Format: N2.

Variable Label: A1 E16A Hours/week spent working with teachers on instructional issues

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 60	767	81.25
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	121	12.82
TOTALS		944	100.00

Variable Name: A1HRINTMGMNT

Position: 682 - 683, Format: N2.

Variable Label: A1 E16B Hours/week spent on internal school management

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage

C	0 - 50	765	81.04
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	123	13.03
TOTALS		944	100.00

Variable Name: A1HREXTMGMNT

Position: 684 - 685, Format: N2.

Variable Label: A1 E16C Hours/week spent on external school management

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 50	767	81.25
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	121	12.82
TOTALS		944	100.00

Variable Name: A1HRDISCIPLN

Position: 686 - 687, Format: N2.

Variable Label: A1 E16D Hours/week spent on student discipline/attendance

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HRMONITOR

Position: 688 - 689, Format: N2.

Variable Label: A1 E16E Hours/week spent monitoring hallways/campus/lunchroom

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 40	766	81.14

-8	Unit non-response/component not applicable	56	5.93
-9	Missing	122	12.92
TOTALS		944	100.00

Variable Name: A1HRTEACHING

Position: 690 - 691, Format: N2.

Variable Label: A1 E16F Hours/week spent on principal's own teaching assignments

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 25	53	5.61
-7	Item legitimate skip/NA	733	77.65
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	102	10.81
TOTALS		944	100.00

Variable Name: A1HRPARENT

Position: 692 - 693, Format: N2.

Variable Label: A1 E16G Hours/week spent talking and meeting with parents

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 40	767	81.25
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	121	12.82
TOTALS		944	100.00

Variable Name: A1HRSTUDENT

Position: 694 - 695, Format: N2.

Variable Label: A1 E16H Hours/week spent meeting with students

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage

C	0 - 60	767	81.25
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	121	12.82
TOTALS		944	100.00

Variable Name: A1HRPAPERWK

Position: 696 - 697, Format: N2.

Variable Label: A1 E16I Hours/week spent on paperwork required by authorities

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 77	760	80.51
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	128	13.56
TOTALS		944	100.00

Variable Name: A1HROTH

Position: 698 - 699, Format: N2.

Variable Label: A1 E16J Hours/week spent on other activities

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 45	659	69.81
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	229	24.26
TOTALS		944	100.00

Variable Name: A1TARDY

Position: 700 - 701, Format: N2.

Variable Label: A1 E17A Student tardiness is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student tardiness

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	112	11.86
2	Minor problem	399	42.27
3	Moderate problem	212	22.46
4	Serious problem	58	6.14

-8	Unit non-response/component not applicable	56	5.93
-9	Missing	107	11.33
TOTALS		944	100.00

Variable Name: A1STUABSENT

Position: 702 - 703, Format: N2.

Variable Label: A1 E17B Student absenteeism is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CUT

Position: 704 - 705, Format: N2.

Variable Label: A1 E17C Student class cutting is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student class cutting

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1TCHRABSENT

Position: 706 - 707, Format: N2.

Variable Label: A1 E17D Teacher absenteeism is a problem at this school

Comment: "Serious problem" recoded as "Moderate to serious problem" on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Teacher absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	398	42.16
2	Minor problem	305	32.31
3	Moderate to serious problem	76	8.05
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	109	11.55
TOTALS		944	100.00

Variable Name: A1DROPOUT

Position: 708 - 709, Format: N2.

Variable Label: A1 E17E Students dropping out is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students dropping out

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1APATHY

Position: 710 - 711, Format: N2.

Variable Label: A1 E17F Student apathy is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student apathy

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	123	13.03
2	Minor problem	350	37.08
3	Moderate problem	229	24.26
4	Serious problem	81	8.58
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	105	11.12
TOTALS		944	100.00

Variable Name: A1PRNTINV

Position: 712 - 713, Format: N2.

Variable Label: A1 E17G Lack of parental involvement is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of parental involvement

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	201	21.29
2	Minor problem	270	28.60
3	Moderate problem	212	22.46
4	Serious problem	98	10.38
-8	Unit non-response/component not applicable	56	5.93

-9	Missing	107	11.33
TOTALS		944	100.00

Variable Name: A1UNPREP

Position: 714 - 715, Format: N2.

Variable Label: A1 E17H Students coming unprepared to learn is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students come to school unprepared to learn

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	117	12.39
2	Minor problem	338	35.81
3	Moderate problem	257	27.22
4	Serious problem	65	6.89
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	111	11.76
TOTALS		944	100.00

Variable Name: A1HEALTH

Position: 716 - 717, Format: N2.

Variable Label: A1 E17I Poor student health is a problem at this school

Comment: "Serious problem" recoded as "Moderate to serious problem" on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Poor student health

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	407	43.11
2	Minor problem	308	32.63

3	Moderate to serious problem	66	6.99
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	107	11.33
TOTALS		944	100.00

Variable Name: A1RESOURCES

Position: 718 - 719, Format: N2.

Variable Label: A1 E17J Lack of teacher resources and materials is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of resources and materials for teachers

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	300	31.78
2	Minor problem	305	32.31
3	Moderate problem	141	14.94
4	Serious problem	32	3.39
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	110	11.65
TOTALS		944	100.00

Variable Name: A1CONFLICT

Position: 720 - 721, Format: N2.

Variable Label: A1 E18A Frequency of physical conflicts among students at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Physical conflicts among students

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage

-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ROBBERY

Position: 722 - 723, Format: N2.

Variable Label: A1 E18B Frequency of robbery or theft at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Robbery or theft

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1VANDALISM

Position: 724 - 725, Format: N2.

Variable Label: A1 E18C Frequency of vandalism at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Vandalism

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1DRUGUSE

Position: 726 - 727, Format: N2.

Variable Label: A1 E18D Frequency of student illegal drug use at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student use of illegal drugs while at school

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ALCOHOL

Position: 728 - 729, Format: N2.

Variable Label: A1 E18E Frequency of students use of alcohol while at school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student use of alcohol while at school

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1DRUGSALE

Position: 730 - 731, Format: N2.

Variable Label: A1 E18F Frequency of drug sales on the way to/from school or on school grounds

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

The sale of drugs on the way to or from school or on school grounds

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1WEAPONS

Position: 732 - 733, Format: N2.

Variable Label: A1 E18G Frequency of student possession of weapons at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student possession of weapons

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1PHYSABUSE

Position: 734 - 735, Format: N2.

Variable Label: A1 E18H Frequency of physical abuse of teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Physical abuse of teachers

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1TENSION

Position: 736 - 737, Format: N2.

Variable Label: A1 E18I Frequency of student racial tensions at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student racial tensions

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1BULLY

Position: 738 - 739, Format: N2.

Variable Label: A1 E18J Frequency of student bullying at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student bullying

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1VERBAL

Position: 740 - 741, Format: N2.

Variable Label: A1 E18K Frequency of student verbal abuse of teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student verbal abuse of teachers

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MISBEHAVE

Position: 742 - 743, Format: N2.

Variable Label: A1 E18L Frequency of student in-class misbehavior at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student in-class misbehavior

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1DISRESPECT

Position: 744 - 745, Format: N2.

Variable Label: A1 E18M Frequency of student acts of disrespect for teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student acts of disrespect for teachers

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GANG

Position: 746 - 747, Format: N2.

Variable Label: A1 E18N Frequency of student gang activities at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student gang activities

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1FTCNSL

Position: 748 - 749, Format: N2.

Variable Label: C1 A01A Number of full-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including yourself, how many full-time and part-time counselors work with high school students at [your school]?

full-time counselor(s)

part-time counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1PTCNSL

Position: 750 - 751, Format: N2.

Variable Label: C1 A01B Number of part-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including yourself, how many full-time and part-time counselors work with high school students at [your school]?

full-time counselor(s)

part-time counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1FTCERTCNSL

Position: 752 - 753, Format: N2.

Variable Label: C1 A02A Number of certified full-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time counselors assigned to high school students, how many are certified as high school counselors?

  certified full-time high school counselor(s)

  certified part-time high school counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time high school counselor(s) was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1PTCERTCNSL

Position: 754 - 755, Format: N2.

Variable Label: C1 A02B Number of certified part-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time counselors assigned to high school students, how many are certified as high school counselors?

  certified full-time high school counselor(s)

  certified part-time high school counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time high school counselor(s) was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1CASELOAD

Position: 756 - 758, Format: N3.

Variable Label: C1 A03 Average caseload for school's counselors

Variable Description:

- On average, what is the caseload for a counselor in this school?

  students per counselor

Code	Value Label	Frequency	Percentage
C	2 - 999	852	90.25

-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1ASSIGNMENT

Position: 759 - 760, Format: N2.

Variable Label: C1 A04 How counselors are assigned to students

Variable Description:

- Which of the following best describes how counselors are assigned to students at this school?

Would you say counselors are assigned...

to all students at this school

to a specific grade level such as a 9th grade counselor

to an incoming class of 9th graders and remain with them throughout their high school years such as a counselor for the class of 2013

to a group of students whose last names fall within a slice of the alphabet such as all students with last names from 'A to D'

to small learning communities such as schools-within-a-school, pods, and houses or

in another way?

Code	Value Label	Frequency	Percentage
1	Assigned to all students at school	189	20.02
2	Assigned to a specific grade level	153	16.21
3	Assigned to incoming 9th grade class	68	7.20
4	Assigned to subset based on last name	353	37.39
5	Assigned to specific in-schl community	38	4.03
6	In another way?	50	5.30
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C1HRSSCHED

Position: 761 - 762, Format: N2.

Variable Label: C1 A05A % hours counseling staff spent on high school course choice/scheduling

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Choice and scheduling of high school courses

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	50	5.30
2	6%-10%	124	13.14
3	11%-20%	244	25.85
4	21%-50%	338	35.81
5	More than 50%	82	8.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	14	1.48
TOTALS		944	100.00

Variable Name: C1HRSCOLLEGE

Position: 763 - 764, Format: N2.

Variable Label: C1 A05B % hours counseling staff spent on college readiness/selection/apply

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Assisting students with college readiness, selection, and applications

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	22	2.33
2	6%-10%	137	14.51
3	11%-20%	279	29.56
4	21%-50%	319	33.79
5	More than 50%	83	8.79
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	12	1.27
TOTALS		944	100.00

Variable Name: C1HRSCAREER

Position: 765 - 766, Format: N2.

Variable Label: C1 A05C % hours counseling staff spent on occupational choice/career planning

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Occupational choice and career planning

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	170	18.01
2	6%-10%	291	30.83
3	11%-20%	266	28.18
4	21%-50%	98	10.38
5	More than 50%	12	1.27
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	15	1.59
TOTALS		944	100.00

Variable Name: C1HRSDEVELOP

Position: 767 - 768, Format: N2.

Variable Label: C1 A05D % hours counseling staff spent on personal/academic/career development

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Personal, social, academic and career development

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	57	6.04
2	6%-10%	198	20.97

3	11%-20%	298	31.57
4	21%-50%	211	22.35
5	More than 50%	70	7.42
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	18	1.91
TOTALS		944	100.00

Variable Name: C1HRSJOBSKLL

Position: 769 - 770, Format: N2.

Variable Label: C1 A05E % hours counseling staff spent on job placement/job skill development

Comment: More than 50% recoded as More than 20% on the public use file.

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Job placement and employability skill development

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	537	56.89
2	6%-10%	193	20.44
3	11%-20%	80	8.47
4	More than 20%	16	1.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	26	2.75
TOTALS		944	100.00

Variable Name: C1HRSPROBLEM

Position: 771 - 772, Format: N2.

Variable Label: C1 A05F % hours counseling staff spent on school/personal problems

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Students' attendance, discipline, and other school and personal problems

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	167	17.69
2	6%-10%	227	24.05
3	11%-20%	243	25.74
4	21%-50%	158	16.74
5	More than 50%	37	3.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	20	2.12
TOTALS		944	100.00

Variable Name: C1HRSTESTING

Position: 773 - 774, Format: N2.

Variable Label: C1 A05G % hours counseling staff spent on academic testing

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Academic testing

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	253	26.80
2	6%-10%	230	24.36

3	11%-20%	205	21.72
4	21%-50%	111	11.76
5	More than 50%	25	2.65
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	28	2.97
TOTALS		944	100.00

Variable Name: C1HRSNONCNSL

Position: 775 - 776, Format: N2.

Variable Label: C1 A05H % hours counseling staff spent on non-counseling activities

Comment: More than 50% recoded as More than 20% on the public use file.

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Non-counseling activities such as hall or lunch duty, substitute teaching, bus duty, etc.

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	639	67.69
2	6%-10%	116	12.29
3	11%-20%	52	5.51
4	More than 20%	23	2.44
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	22	2.33
TOTALS		944	100.00

Variable Name: C1HRSOTHCNSL

Position: 777 - 778, Format: N2.

Variable Label: C1 A05I % hours counseling staff spent on other counseling activities

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Other counseling activities

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	255	27.01
2	6%-10%	252	26.69
3	11%-20%	181	19.17
4	21%-50%	74	7.84
5	More than 50%	12	1.27
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	78	8.26
TOTALS		944	100.00

Variable Name: C1GOAL1

Position: 779 - 780, Format: N2.

Variable Label: C1 A06 School counseling program's most emphasized goal

Variable Description:

- Which one of the following goals does your school's counseling program emphasize the most? Would you say...

helping students plan and prepare for their work roles after high school

helping students with personal growth and development

helping students plan and prepare for postsecondary schooling

helping students improve their achievement in high school

Code	Value Label	Frequency	Percentage
1	Help students prep for work roles after HS	25	2.65
2	Help students w/ personal growth/developmnt	124	13.14
3	Help students prep for postsec schooling	436	46.19
4	Help students improve achievement in HS	265	28.07

-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1GOAL2

Position: 781 - 782, Format: N2.

Variable Label: C1 A07 School counseling program's second most emphasized goal

Variable Description:

- Of the three goals remaining, which one does your school's counseling program emphasize most? Would you say...

  helping students plan and prepare for their work roles after high school

  helping students with personal growth and development

  helping students plan and prepare for postsecondary schooling

  helping students improve their achievement in high school

Note: Response options were customized such that the three goals not previously selected by the respondent were the only options displayed in this question.

Code	Value Label	Frequency	Percentage
1	Help students prep for work roles after HS	77	8.16
2	Help students w/ personal growth/developmnt	180	19.07
3	Help students prep for postsec schooling	240	25.42
4	Help students improve achievement in HS	351	37.18
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1GOAL3

Position: 783 - 784, Format: N2.

Variable Label: C1 A08 School counseling program's third most emphasized goal

Variable Description:

- Of the two goals remaining, which one does your school's counseling program emphasize more? Would you say...

  helping students plan and prepare for their work roles after high school

  helping students with personal growth and development

  helping students plan and prepare for postsecondary schooling

  helping students improve their achievement in high school

Note: Response options were customized such that the two goals not previously selected by the respondent were the only options displayed in this question.

Code	Value Label	Frequency	Percentage
1	Help students prep for work roles after HS	168	17.80
2	Help students w/ personal growth/developmnt	357	37.82

3	Help students prep for postsec schooling	144	15.25
4	Help students improve achievement in HS	177	18.75
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	6	0.64
TOTALS		944	100.00

Variable Name: C1DISCIPLINE

Position: 785 - 786, Format: N2.

Variable Label: C1 A09 Who (besides teacher) primarily deals with discipline problems

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Besides teachers, who on the school's staff has primary responsibility for dealing with students with serious discipline problems?

Counseling staff

School principal

Assistant principal

Dean of students

Someone else on the school's staff

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1G9LOWEST

Position: 787 - 788, Format: N2.

Variable Label: C1 A10 Whether school includes 8th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does [your school] include 8th grade or is 9th grade the lowest grade?

[your school] includes 8th grade

[your school]'s lowest grade is 9th grade

Note: Question wording and response options were customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1TRANSCNSL

Position: 789 - 790, Format: N2.

Variable Label: C1 A11A MS counselors meet with HS counselors to assist with student transition

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	311	32.94
1	Yes	438	46.40
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANSCRS

Position: 791 - 792, Format: N2.

Variable Label: C1 A11B HS counselors meet with 8th graders to select 9th grade courses

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	344	36.44

1	Yes	405	42.90
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANPRNT

Position: 793 - 794, Format: N2.

Variable Label: C1 A11C HS counselors present HS course/registration information to MS parents

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	151	16.00
1	Yes	598	63.35
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANPLCY

Position: 795 - 796, Format: N2.

Variable Label: C1 A11D HS counselors use placement policy to place students in grade 9 courses

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	353	37.39
1	Yes	396	41.95
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANPRES

Position: 797 - 798, Format: N2.

Variable Label: C1 A11E HS counselors present HS course/registration information to MS students

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	147	15.57

1	Yes	602	63.77
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANCOTH

Position: 799 - 800, Format: N2.

Variable Label: C1 A11F HS counselors assist students with transition from MS to HS in other way

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	552	58.47
1	Yes	197	20.87
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANNOT

Position: 801 - 802, Format: N2.

Variable Label: C1 A11G HS counselors do not assist students with transition from MS to HS

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	733	77.65
1	Yes	16	1.69
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANSTUDPR

Position: 803 - 804, Format: N2.

Variable Label: C1 A12A HS students present information at MS to assist with student transition

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [your school]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	390	41.31
1	Yes	361	38.24
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANSTFFPR

Position: 805 - 806, Format: N2.

Variable Label: C1 A12B HS staff present information at MS to assist with student transition

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	290	30.72
1	Yes	461	48.83
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANVISIT

Position: 807 - 808, Format: N2.

Variable Label: C1 A12C Before school year MS students are invited to HS social event

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	253	26.80
1	Yes	498	52.75
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANCLASS

Position: 809 - 810, Format: N2.

Variable Label: C1 A12D MS students attend regular classes at HS

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	663	70.23
1	Yes	88	9.32
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANADMIN

Position: 811 - 812, Format: N2.

Variable Label: C1 A12E MS and HS administrators meet together on articulation and programs

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	409	43.33
1	Yes	342	36.23
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANTCHRS

Position: 813 - 814, Format: N2.

Variable Label: C1 A12F MS and HS teachers meet together on courses and requirements

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	456	48.31
1	Yes	295	31.25
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANBUDDY

Position: 815 - 816, Format: N2.

Variable Label: C1 A12G Buddy or big brother/sister programs pair new students with older ones

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	582	61.65
1	Yes	169	17.90
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANLRNCOM

Position: 817 - 818, Format: N2.

Variable Label: C1 A12H 9th graders are placed in small learning communities/9th Grade Academies

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	517	54.77
1	Yes	234	24.79
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANSUMMER

Position: 819 - 820, Format: N2.

Variable Label: C1 A12I Parents/students visit the HS during summer before students enter HS

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	268	28.39
1	Yes	483	51.17
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANFALL

Position: 821 - 822, Format: N2.

Variable Label: C1 A12J Parents visit HS for orientation in fall after children have entered

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	283	29.98
1	Yes	468	49.58
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANSOTH

Position: 823 - 824, Format: N2.

Variable Label: C1 A12K School assists with transition from MS to HS in some other way

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	526	55.72
1	Yes	225	23.83
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANNONE

Position: 825 - 826, Format: N2.

Variable Label: C1 A12L School offers no assistance to students transitioning from MS to HS

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1PLAN

Position: 827 - 828, Format: N2.

Variable Label: C1 A13 Students are required to have a career or education plan

Variable Description:

- Are students in your high school required to have a career or education plan?

Yes, a combined career and education plan

Yes, a career plan only

Yes, an education plan only

Neither a career plan nor an education plan

Code	Value Label	Frequency	Percentage
1	Yes, a combined career/education plan	473	50.11
2	Yes, a career plan only	12	1.27
3	Yes, an education plan only	197	20.87
4	Neither a career plan nor education plan	169	17.90
-8	Unit non-response/component not applicable	92	9.75

-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C1PLANPARENT

Position: 829 - 830, Format: N2.

Variable Label: C1 A14 School shares students' career/education plans with their parents

Variable Description:

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

Yes

No

Note: Question wording was customized in the survey instrument based on whether the respondent previously indicated their school required students to have a combined career and education plan, a career plan only, or an education plan only.

Code	Value Label	Frequency	Percentage
0	No	77	8.16
1	Yes	602	63.77
-7	Item legitimate skip/NA	169	17.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1SIGNOFF

Position: 831 - 832, Format: N2.

Variable Label: C1 A15 School requires parents to sign off on students' career/education plans

Variable Description:

- Are parents or guardians required to sign off on students' [career and education/education/career] plans?

Yes

No

Note: Question wording was customized in the survey instrument based on whether the respondent previously indicated their school required students to have a combined career and education plan, a career plan only, or an education plan only.

Code	Value Label	Frequency	Percentage
0	No	303	32.10
1	Yes	294	31.14
-7	Item legitimate skip/NA	246	26.06
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1TECHSUPPRT

Position: 833 - 834, Format: N2.

Variable Label: C1 B16A School supports students with technology/software to support curriculum

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	95	10.06
1	Yes	756	80.08
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C1STAFFENRCH

Position: 835 - 836, Format: N2.

Variable Label: C1 B16B School staff work with teachers to provide enrichment to students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1GIFTED

Position: 837 - 838, Format: N2.

Variable Label: C1 B16C Gifted students receive pull-out instruction during regular school day

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	741	78.50
1	Yes	110	11.65
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C1ENRICHMENT

Position: 839 - 840, Format: N2.

Variable Label: C1 B16D School supports high school students with enrichment experiences

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1APCOURSE

Position: 841 - 842, Format: N2.

Variable Label: C1 B16E School supports high school students with AP/college/university courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1SCHOLARSHP

Position: 843 - 844, Format: N2.

Variable Label: C1 B16F School supports HS students with scholarships for events/programs/class

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	438	46.40
1	Yes	413	43.75
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C1SUMMER

Position: 845 - 846, Format: N2.

Variable Label: C1 B16G School supports high school students with summer activities or programs

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage

0	No	356	37.71
1	Yes	495	52.44
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C1OTHSUPPORT

Position: 847 - 848, Format: N2.

Variable Label: C1 B16H School supports high school students in other ways

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	361	38.24
1	Yes	490	51.91
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C1NOSUPPORT

Position: 849 - 850, Format: N2.

Variable Label: C1 B16l School has no programs to support high school students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1GETAHEAD

Position: 851 - 852, Format: N2.

Variable Label: C1 B17 School offers summer enrichment courses that allow students to get ahead

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school offer summer school enrichment courses that allow students to get ahead academically? One example would be a geometry course that would allow students taking algebra in the 9th grade to take calculus in the 12th grade.

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1STRUGGLE

Position: 853 - 854, Format: N2.

Variable Label: C1 B18A School offers summer enrichment courses to struggling students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To whom does your school offer these summer school enrichment courses?

(Check all that apply.)

Struggling students

Average students

High achieving students

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1AVERAGE

Position: 855 - 856, Format: N2.

Variable Label: C1 B18B School offers summer enrichment courses to average students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To whom does your school offer these summer school enrichment courses?

(Check all that apply.)

Struggling students

Average students

High achieving students

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1HIGH

Position: 857 - 858, Format: N2.

Variable Label: C1 B18C School offers summer enrichment courses to high achieving students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To whom does your school offer these summer school enrichment courses?

(Check all that apply.)

Struggling students

Average students

High achieving students

Code	Value Label	Frequency	Percentage

-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1TUTOR

Position: 859 - 860, Format: N2.

Variable Label: C1 B19A Tutoring during school day is available for students needing extra help

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1STAFF

Position: 861 - 862, Format: N2.

Variable Label: C1 B19B Staff work with teachers to provide extra help for students

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	274	29.03
1	Yes	578	61.23

-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1PULLOUT

Position: 863 - 864, Format: N2.

Variable Label: C1 B19C Pull-out instruction during school day for students needing extra help

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	531	56.25
1	Yes	321	34.00
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1CREDREC

Position: 865 - 866, Format: N2.

Variable Label: C1 B19D Off-track/day/evening/summer school credit recovery program is available

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	237	25.11

1	Yes	615	65.15
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1HOMEWORK

Position: 867 - 868, Format: N2.

Variable Label: C1 B19E Homework assistance program is available for students needing extra help

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	463	49.05
1	Yes	389	41.21
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1OUTSIDE

Position: 869 - 870, Format: N2.

Variable Label: C1 B19F Support outside the school day for students needing extra help

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage

0	No	123	13.03
1	Yes	729	77.22
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1OTHRASSIST

Position: 871 - 872, Format: N2.

Variable Label: C1 B19G School takes other steps to assist struggling high school students

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	456	48.31
1	Yes	396	41.95
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1NOASSIST

Position: 873 - 874, Format: N2.

Variable Label: C1 B19H School doesn't have any programs for students who need extra assistance

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1PURSUE

Position: 875 - 876, Format: N2.

Variable Label: C1 B20A School has program to encourage underrepresented student in math/science

Variable Description:

- Does your school have any formal programs to...

encourage underrepresented students to pursue mathematics or science?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	591	62.61
1	Yes	253	26.80
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1INFORM

Position: 877 - 878, Format: N2.

Variable Label: C1 B20B School has program to inform parent about math/science higher ed/careers

Variable Description:

- Does your school have any formal programs to...

inform parents or guardians about mathematics or science higher education or career opportunities?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	498	52.75
1	Yes	344	36.44
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	10	1.06
TOTALS		944	100.00

Variable Name: C1ENCCLG

Position: 879 - 880, Format: N2.

Variable Label: C1 B20C School has program to encourage student not considering college to do so

Variable Description:

- Does your school have any formal programs to...

encourage students who might not be considering college to do so?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	199	21.08
1	Yes	650	68.86
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C1INDEPSTUDY

Position: 881 - 882, Format: N2.

Variable Label: C1 B21A Courses not offered by school available through independent study

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1ONLINE

Position: 883 - 884, Format: N2.

Variable Label: C1 B21B Courses not offered by school available on-line

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	182	19.28
1	Yes	667	70.66
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C1OTHERHS

Position: 885 - 886, Format: N2.

Variable Label: C1 B21C Courses not offered by school available at other district high school

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	621	65.78
1	Yes	228	24.15
-8	Unit non-response/component not applicable	92	9.75

-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C1TECH

Position: 887 - 888, Format: N2.

Variable Label: C1 B21D Courses not offered by school available at career/technical school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1COMCLG

Position: 889 - 890, Format: N2.

Variable Label: C1 B21D Courses not offered by school available at community college

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	199	21.08
1	Yes	650	68.86
-8	Unit non-response/component not applicable	92	9.75

-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C14YRCLG

Position: 891 - 892, Format: N2.

Variable Label: C1 B21E Courses not offered by school available at 4-year college

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	408	43.22
1	Yes	441	46.72
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C1OTHERWAY

Position: 893 - 894, Format: N2.

Variable Label: C1 B21F Courses not offered by school available in some other way

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	698	73.94

1	Yes	151	16.00
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C1NOWAY

Position: 895 - 896, Format: N2.

Variable Label: C1 B21G School doesn't have any options for taking courses not offered by school

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	818	86.65
1	Yes	31	3.28
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C1MCOMPTST

Position: 897 - 898, Format: N2.

Variable Label: C1 B22 School requires a mathematics competency test

Variable Description:

- Does your school require students to take a mathematics competency test such as an end-of-course exam, end-of-year high school proficiency exam, or exit exam?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	255	27.01
1	Yes	597	63.24
-8	Unit non-response/component not applicable	92	9.75

TOTALS		944	100.00

Variable Name: C1MRETAKE

Position: 899 - 900, Format: N2.

Variable Label: C1 B23A If fails math competency test may/must retake the test

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Retaking the test

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1MREMEDL

Position: 901 - 902, Format: N2.

Variable Label: C1 B23B If fails math competency test may/must take remedial class

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Taking remedial classes

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1MREPEAT

Position: 903 - 904, Format: N2.

Variable Label: C1 B23C If fails math competency test may/must repeat class

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Repeating classes

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1MTSTPREP

Position: 905 - 906, Format: N2.

Variable Label: C1 B23D If fails math competency test may/must take test preparation class

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Taking a test preparation class

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1MTUTOR

Position: 907 - 908, Format: N2.

Variable Label: C1 B23E If fails math competency test may/must receive tutoring

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Tutoring

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1MINDPRG

Position: 909 - 910, Format: N2.

Variable Label: C1 B23F If fails math competency test may/must have individualized program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Individualized academic program

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1MSUMSCH

Position: 911 - 912, Format: N2.

Variable Label: C1 B23G If fails math competency test may/must attend summer school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Summer school

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1MALTSCH

Position: 913 - 914, Format: N2.

Variable Label: C1 B23H If fails math competency test may/must be referred to alternative school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Referral to an alternative or continuing education school

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1DROPOUT

Position: 915 - 916, Format: N2.

Variable Label: C1 B24 School has a formal dropout prevention program for high school students

Variable Description:

- Does your school have a formal dropout prevention program for students in high school?

This may be a whole-school restructuring program or a targeted program that operates on a smaller scale within the school or community organization(s) and enrolls students identified as at risk of dropping out.

Yes

No

Code	Value Label	Frequency	Percentage
0	No	469	49.68
1	Yes	376	39.83
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	7	0.74
TOTALS		944	100.00

Variable Name: C1ABSENTEE

Position: 917 - 918, Format: N2.

Variable Label: C1 B25A Recommended for dropout prevention program based on absentee record

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	64	6.78
1	Yes	311	32.94
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1POORGRADES

Position: 919 - 920, Format: N2.

Variable Label: C1 B25B Recommended for dropout prevention program based on poor/failing grades

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	26	2.75

1	Yes	349	36.97
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1BEHIND

Position: 921 - 922, Format: N2.

Variable Label: C1 B25C Recommended for dropout prevention program if behind on credits

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	39	4.13
1	Yes	336	35.59
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1TCHREFER

Position: 923 - 924, Format: N2.

Variable Label: C1 B25D Recommended for dropout prevention program based on teacher's referral

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	108	11.44
1	Yes	267	28.28
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1CNSLREFER

Position: 925 - 926, Format: N2.

Variable Label: C1 B25E Recommended for dropout prevention program based on counselor's referral

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	52	5.51

1	Yes	323	34.22
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1PRNTREFER

Position: 927 - 928, Format: N2.

Variable Label: C1 B25F Recommended for dropout prevention program based on parental request

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	84	8.90
1	Yes	291	30.83
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1STUDREQ

Position: 929 - 930, Format: N2.

Variable Label: C1 B25G Recommended for dropout prevention program based on student request

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	130	13.77
1	Yes	245	25.95
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1DISCPROB

Position: 931 - 932, Format: N2.

Variable Label: C1 B25H Recommended for dropout prevention program based on disciplinary problem

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	104	11.02

1	Yes	271	28.71
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1DOPREVOTHR

Position: 933 - 934, Format: N2.

Variable Label: C1 B25I Recommended for dropout prevention program based on another basis

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	315	33.37
1	Yes	60	6.36
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1GEDPREP

Position: 935 - 936, Format: N2.

Variable Label: C1 B26 School has formal GED test preparation program on-site

Variable Description:

- Does your school have a formal program onsite that prepares students for the General Education Development (GED) Test?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	758	80.30

1	Yes	84	8.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	10	1.06
TOTALS		944	100.00

Variable Name: C1CLGPREP

Position: 937 - 938, Format: N2.

Variable Label: C1 B27A School has counselor designated for college readiness/selection/apply

Variable Description:

- Does your school have one or more counselors whose primary responsibility is...

assisting students with college readiness, selection, and applications?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	327	34.64
1	Yes	520	55.08
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	5	0.53
TOTALS		944	100.00

Variable Name: C1WORKFORCE

Position: 939 - 940, Format: N2.

Variable Label: C1 B27B School has counselor designated for workforce preparation/placement

Variable Description:

- Does your school have one or more counselors whose primary responsibility is...

assisting students with preparation for and placement into the workforce?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	611	64.72
1	Yes	234	24.79
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	7	0.74
TOTALS		944	100.00

Variable Name: C1CLGFAIR

Position: 941 - 942, Format: N2.

Variable Label: C1 B28A School holds or participates in college fairs

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	67	7.10
1	Yes	781	82.73
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1POSTSECREQ

Position: 943 - 944, Format: N2.

Variable Label: C1 B28B School consults with postsecondary reps about requirement/qualifications

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage

0	No	37	3.92
1	Yes	811	85.91
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1VISITCLG

Position: 945 - 946, Format: N2.

Variable Label: C1 B28C School organizes student visits to colleges

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	278	29.45
1	Yes	570	60.38
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1UPBOUND

Position: 947 - 948, Format: N2.

Variable Label: C1 B28D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1INFOSESSN

Position: 949 - 950, Format: N2.

Variable Label: C1 B28E School holds info session on transition to college for students/parents

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	46	4.87
1	Yes	802	84.96
-8	Unit non-response/component not applicable	92	9.75

-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1FINANCEAID

Position: 951 - 952, Format: N2.

Variable Label: C1 B28F School assists students with finding financial aid for college

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	47	4.98
1	Yes	801	84.85
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1DUALENROLL

Position: 953 - 954, Format: N2.

Variable Label: C1 B28G School provides opportunities for dual/concurrent enrollment

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1BEHAVIOR

Position: 955 - 956, Format: N2.

Variable Label: C1 B28H School offers counseling curriculum for positive academic behaviors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1ASSISTOTH

Position: 957 - 958, Format: N2.

Variable Label: C1 B28I School takes other steps to assist with HS to college transition

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	538	56.99
1	Yes	310	32.84
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1NOSTEPS

Position: 959 - 960, Format: N2.

Variable Label: C1 B28J School does not take any steps to assist with HS to college transition

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage

-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1CTE

Position: 961 - 962, Format: N2.

Variable Label: C1 B29 CTE or vocational-technical program offered

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is career technical education offered in your district on-site or off-site such as at an area vocational-technical school?

On-site only

Off-site only

On-site and off-site

Neither on-site nor off-site

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1CLUSTER

Position: 963 - 964, Format: N2.

Variable Label: C1 B30 Career Clusters/Pathways/Programs of Study (POS) offered

Variable Description:

- Are Career Clusters, Pathways, or Programs of Study (POS) offered to students in [your school]?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	241	25.53
1	Yes	476	50.42
-7	Item legitimate skip/NA	125	13.24
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	10	1.06
TOTALS		944	100.00

Variable Name: C1INDVCRS

Position: 965 - 966, Format: N2.

Variable Label: C1 B31 Student not enrolled in Career Clusters etc. may take course in program

Variable Description:

- Can high school students who are not enrolled in Career Clusters, Pathways, or Programs of Study (POS) take individual courses in these programs?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	48	5.08
1	Yes	420	44.49
-7	Item legitimate skip/NA	366	38.77
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	18	1.91
TOTALS		944	100.00

Variable Name: C1INTERN

Position: 967 - 968, Format: N2.

Variable Label: C1 B32A School offers internships with local employers

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work? (Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	436	46.19
1	Yes	407	43.11
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1JOBFAIR

Position: 969 - 970, Format: N2.

Variable Label: C1 B32B School offers job fairs

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	574	60.81
1	Yes	269	28.50
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1JOBGUIDE

Position: 971 - 972, Format: N2.

Variable Label: C1 B32C School offers career guides or skills assessments

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	549	58.16
1	Yes	294	31.14
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1EMPLOYER

Position: 973 - 974, Format: N2.

Variable Label: C1 B32D School offers school/classroom presentations by local employers

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	369	39.09
1	Yes	474	50.21
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1AWARENESS

Position: 975 - 976, Format: N2.

Variable Label: C1 B32E School offers career awareness activities

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	312	33.05
1	Yes	531	56.25
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1DECISION

Position: 977 - 978, Format: N2.

Variable Label: C1 B32F School offers courses in career decision making

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1CAREERUNIT

Position: 979 - 980, Format: N2.

Variable Label: C1 B32G School offers career information units in subject-matter courses

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	480	50.85
1	Yes	363	38.45
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1WORKSTUDY

Position: 981 - 982, Format: N2.

Variable Label: C1 B32H School offers exploratory work experience programs/co-op/workstudy/EBCE

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	409	43.33
1	Yes	434	45.97
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1CAREERDAY

Position: 983 - 984, Format: N2.

Variable Label: C1 B32I School offers career days or nights

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	468	49.58
1	Yes	375	39.72
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1ASSEMBLIES

Position: 985 - 986, Format: N2.

Variable Label: C1 B32J School offers vocational oriented assemblies and speakers in classes

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	444	47.03
1	Yes	399	42.27
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1VOCTECH

Position: 987 - 988, Format: N2.

Variable Label: C1 B32K School offers vocational-technical courses not part of formal program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1JOBVISIT

Position: 989 - 990, Format: N2.

Variable Label: C1 B32L School offers job site visits/field trips

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	454	48.09
1	Yes	389	41.21
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1JOBSHADOW

Position: 991 - 992, Format: N2.

Variable Label: C1 B32M School offers job shadowing

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	429	45.44
1	Yes	414	43.86
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1JOBSIM

Position: 993 - 994, Format: N2.

Variable Label: C1 B32N School offers simulations such as Singer or SRA Job experience kits

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1JOBTEST

Position: 995 - 996, Format: N2.

Variable Label: C1 B32O School offers tests for career planning purposes

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	235	24.89
1	Yes	608	64.41
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1JOBSKILLS

Position: 997 - 998, Format: N2.

Variable Label: C1 B32P School offers training in job seeking skills

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1JOBINFOCMP

Position: 999 - 1000, Format: N2.

Variable Label: C1 B32Q School offers computerized career information resources

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	198	20.97
1	Yes	645	68.33
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1JOBINFONON

Position: 1001 - 1002, Format: N2.

Variable Label: C1 B32R School offers non-computerized career information resources

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	512	54.24
1	Yes	331	35.06
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1HSTOWRKOTH

Position: 1003 - 1004, Format: N2.

Variable Label: C1 B32S School assists students with transition from HS to work in other ways

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	612	64.83
1	Yes	231	24.47
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1HSTOWORKNO

Position: 1005 - 1006, Format: N2.

Variable Label: C1 B32T School doesn't assist students with transition from high school to work

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	825	87.39
1	Yes	18	1.91
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1G9MSAME

Position: 1007 - 1008, Format: N2.

Variable Label: C1 C01 All 9th graders are placed in the same math course

Variable Description:

- Are all 9th grade students in your school placed in the same mathematics course while in the 9th grade?

If all 9th grade students are placed in the same math course (such as Algebra I or Geometry), but with different teachers or different class periods, please answer 'yes.'

Yes

No

Code	Value Label	Frequency	Percentage
0	No	681	72.14
1	Yes	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1G9MMSCNSL

Position: 1009 - 1010, Format: N2.

Variable Label: C1 C02A Importance of MS counselor recommendation for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Middle school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	116	12.29
2	A little important	133	14.09
3	Somewhat important	238	25.21
4	Very important	163	17.27
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	35	3.71
TOTALS		944	100.00

Variable Name: C1G9MHSCNSL

Position: 1011 - 1012, Format: N2.

Variable Label: C1 C02B Importance of HS counselor recommendation for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

High school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	148	15.68
2	A little important	149	15.78
3	Somewhat important	221	23.41
4	Very important	126	13.35
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	41	4.34
TOTALS		944	100.00

Variable Name: C1G9MMSTCHR

Position: 1013 - 1014, Format: N2.

Variable Label: C1 C02C Importance of MS teacher recommendation for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Middle school teacher recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	24	2.54
2	A little important	57	6.04
3	Somewhat important	176	18.64
4	Very important	410	43.43
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	18	1.91
TOTALS		944	100.00

Variable Name: C1G9MMSCOURS

Position: 1015 - 1016, Format: N2.

Variable Label: C1 C02D Importance of courses taken in MS for 9th grade math placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Courses taken in middle school

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
2	Not at all important or a little important	37	3.92
3	Somewhat important	142	15.04
4	Very important	494	52.33
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	12	1.27
TOTALS		944	100.00

Variable Name: C1G9MMSACHV

Position: 1017 - 1018, Format: N2.

Variable Label: C1 C02E Importance of achievement in MS courses for 9th grade math placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Achievement in middle school courses

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
2	Not at all important or a little important	31	3.28
3	Somewhat important	131	13.88
4	Very important	505	53.50
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75

-9	Missing	18	1.91
TOTALS		944	100.00

Variable Name: C1G9MENDTST

Position: 1019 - 1020, Format: N2.

Variable Label: C1 C02F Importance of end-of-year/course test for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Results of district or state end-of-year or end-of-course exams

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	110	11.65
2	A little important	85	9.00
3	Somewhat important	185	19.60
4	Very important	271	28.71
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	34	3.60
TOTALS		944	100.00

Variable Name: C1G9MPLACTST

Position: 1021 - 1022, Format: N2.

Variable Label: C1 C02G Importance of placement tests for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	96	10.17
2	A little important	60	6.36
3	Somewhat important	170	18.01

4	Very important	321	34.00
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	38	4.03
TOTALS		944	100.00

Variable Name: C1G9MSTNDTST

Position: 1023 - 1024, Format: N2.

Variable Label: C1 C02H Importance of standardized tests for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Results of standardized tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	48	5.08
2	A little important	69	7.31
3	Somewhat important	218	23.09
4	Very important	335	35.49
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	15	1.59
TOTALS		944	100.00

Variable Name: C1G9MPLAN

Position: 1025 - 1026, Format: N2.

Variable Label: C1 C02I Importance of career/education plan for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Student career or education plan

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage

1	Not at all important	158	16.74
2	A little important	149	15.78
3	Somewhat important	234	24.79
4	Very important	102	10.81
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	42	4.45
TOTALS		944	100.00

Variable Name: C1G9MSELECT

Position: 1027 - 1028, Format: N2.

Variable Label: C1 C02J Importance of student/parent choice for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	33	3.50
2	A little important	122	12.92
3	Somewhat important	290	30.72
4	Very important	219	23.20
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	21	2.22
TOTALS		944	100.00

Variable Name: C1UPPERMSAME

Position: 1029 - 1030, Format: N2.

Variable Label: C1 C03 After grade 9 all students in same grade placed in same math course

Variable Description:

- After 9th grade, are all high school students within the same grade placed in the same mathematics course?

If all students within a grade (10, 11, or 12) are placed in the same math course, but with different teachers or different class periods please answer 'yes.'

Yes

No

Code	Value Label	Frequency	Percentage
0	No	743	78.71
1	Yes	105	11.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1UPMGRADES

Position: 1031 - 1032, Format: N2.

Variable Label: C1 C04A Importance of prior grades for 10th to 12th grade math placement

Comment: "Not at all important" and "A little important" recoded as "Not at all important, a little important, or somewhat important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Prior grades including grades from a prerequisite class

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
3	Not at all important, a little important, or somewhat important	107	11.33
4	Very important	632	66.95
-7	Item legitimate skip/NA	105	11.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1UPMPLACTST

Position: 1033 - 1034, Format: N2.

Variable Label: C1 C04B Importance of placement tests for 10th to 12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	136	14.41
2	A little important	102	10.81
3	Somewhat important	244	25.85
4	Very important	223	23.62
-7	Item legitimate skip/NA	105	11.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	42	4.45
TOTALS		944	100.00

Variable Name: C1UPMTCHR

Position: 1035 - 1036, Format: N2.

Variable Label: C1 C04C Importance of teacher's recommendation for 10-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Previous year's teacher recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	13	1.38
2	A little important	39	4.13
3	Somewhat important	198	20.97
4	Very important	483	51.17
-7	Item legitimate skip/NA	105	11.12

-8	Unit non-response/component not applicable	92	9.75
-9	Missing	14	1.48
TOTALS		944	100.00

Variable Name: C1UPMSELECT

Position: 1037 - 1038, Format: N2.

Variable Label: C1 C04D Importance of student/parent choice for 10th-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	22	2.33
2	A little important	105	11.12
3	Somewhat important	328	34.75
4	Very important	274	29.03
-7	Item legitimate skip/NA	105	11.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	18	1.91
TOTALS		944	100.00

Variable Name: C1UPMPLAN

Position: 1039 - 1040, Format: N2.

Variable Label: C1 C04E Importance of career/education plan for 10th-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Student career or education plan

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	82	8.69
2	A little important	107	11.33

3	Somewhat important	317	33.58
4	Very important	212	22.46
-7	Item legitimate skip/NA	105	11.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	29	3.07
TOTALS		944	100.00

Variable Name: C1UPMSCHED

Position: 1041 - 1042, Format: N2.

Variable Label: C1 C04F Importance of master schedule for 10th to 12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Master schedule considerations

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	243	25.74
2	A little important	190	20.13
3	Somewhat important	195	20.66
4	Very important	82	8.69
-7	Item legitimate skip/NA	105	11.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	37	3.92
TOTALS		944	100.00

Variable Name: C1G9SSAME

Position: 1043 - 1044, Format: N2.

Variable Label: C1 C05 All 9th graders are placed in the same science course

Variable Description:

- Are all 9th grade students in your school placed in the same science course while in the 9th grade?

If all 9th grade students are placed in the same science course (such as Biology I or Earth Science), but with different teachers or different class periods, please answer 'yes.'

Yes

No

Code	Value Label	Frequency	Percentage

0	No	443	46.93
1	Yes	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1G9SMSCNSL

Position: 1045 - 1046, Format: N2.

Variable Label: C1 C06A Importance of MS counselor recommendation for grade 9 science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Middle school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	85	9.00
2	A little important	96	10.17
3	Somewhat important	153	16.21
4	Very important	92	9.75
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	21	2.22
TOTALS		944	100.00

Variable Name: C1G9SHSCNSL

Position: 1047 - 1048, Format: N2.

Variable Label: C1 C06B Importance of HS counselor recommendation for grade 9 science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

High school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage

1	Not at all important	103	10.91
2	A little important	100	10.59
3	Somewhat important	134	14.19
4	Very important	78	8.26
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	32	3.39
TOTALS		944	100.00

Variable Name: C1G9SMSTCHR

Position: 1049 - 1050, Format: N2.

Variable Label: C1 C06C Importance of MS teacher recommendation for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Middle school teacher recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	30	3.18
2	A little important	51	5.40
3	Somewhat important	127	13.45
4	Very important	223	23.62
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	16	1.69
TOTALS		944	100.00

Variable Name: C1G9SMSCOURS

Position: 1051 - 1052, Format: N2.

Variable Label: C1 C06D Importance of courses taken in MS for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Courses taken in middle school

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	46	4.87
2	A little important	41	4.34
3	Somewhat important	123	13.03
4	Very important	226	23.94
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	11	1.17
TOTALS		944	100.00

Variable Name: C1G9SMSACHV

Position: 1053 - 1054, Format: N2.

Variable Label: C1 C06E Importance of achievement in MS courses for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Achievement in middle school courses

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	15	1.59
2	A little important	28	2.97
3	Somewhat important	114	12.08
4	Very important	277	29.34
-7	Item legitimate skip/NA	405	42.90

-8	Unit non-response/component not applicable	92	9.75
-9	Missing	13	1.38
TOTALS		944	100.00

Variable Name: C1G9SENDTST

Position: 1055 - 1056, Format: N2.

Variable Label: C1 C06F Importance of end-of-year/course test for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Results of district or state end-of-year or end-of-course exams

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	100	10.59
2	A little important	70	7.42
3	Somewhat important	114	12.08
4	Very important	137	14.51
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	26	2.75
TOTALS		944	100.00

Variable Name: C1G9SPLACTST

Position: 1057 - 1058, Format: N2.

Variable Label: C1 C06G Importance of placement tests for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	92	9.75
2	A little important	56	5.93

3	Somewhat important	111	11.76
4	Very important	164	17.37
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	24	2.54
TOTALS		944	100.00

Variable Name: C1G9SSTNDTST

Position: 1059 - 1060, Format: N2.

Variable Label: C1 C06H Importance of standardized tests for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Results of standardized tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	62	6.57
2	A little important	52	5.51
3	Somewhat important	136	14.41
4	Very important	182	19.28
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	15	1.59
TOTALS		944	100.00

Variable Name: C1G9SPLAN

Position: 1061 - 1062, Format: N2.

Variable Label: C1 C06I Importance of career/education plan for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Student career or education plan

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	88	9.32
2	A little important	102	10.81
3	Somewhat important	147	15.57
4	Very important	83	8.79
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	27	2.86
TOTALS		944	100.00

Variable Name: C1G9SSELECT

Position: 1063 - 1064, Format: N2.

Variable Label: C1 C06J Importance of student/parent choice for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	13	1.38
2	A little important	79	8.37
3	Somewhat important	187	19.81
4	Very important	152	16.10
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	16	1.69
TOTALS		944	100.00

Variable Name: C1UPPERSSAME

Position: 1065 - 1066, Format: N2.

Variable Label: C1 C07 After grade 9 all students in same grade placed in same science course

Variable Description:

- After 9th grade, are all high school students within the same grade placed in the same science course?

If all students within a grade (10, 11, or 12) are placed in the same science course, but with different teachers or different class periods please answer 'yes.'

Yes

No

Code	Value Label	Frequency	Percentage
0	No	660	69.92
1	Yes	188	19.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1UPSGRADES

Position: 1067 - 1068, Format: N2.

Variable Label: C1 C08A Importance of prior grades for 10th to 12th grade science placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Prior grades including grades from a prerequisite class

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
2	Not at all important or a little important	13	1.38
3	Somewhat important	119	12.61
4	Very important	522	55.30
-7	Item legitimate skip/NA	188	19.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	10	1.06
TOTALS		944	100.00

Variable Name: C1UPSPLACTST

Position: 1069 - 1070, Format: N2.

Variable Label: C1 C08B Importance of placement tests for 10th to 12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	168	17.80
2	A little important	106	11.23
3	Somewhat important	194	20.55
4	Very important	159	16.84
-7	Item legitimate skip/NA	188	19.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	37	3.92
TOTALS		944	100.00

Variable Name: C1UPSTCHR

Position: 1071 - 1072, Format: N2.

Variable Label: C1 C08C Importance of teacher's recommendation for 10th-12th science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Previous year's teacher recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	17	1.80
2	A little important	57	6.04
3	Somewhat important	198	20.97
4	Very important	380	40.25
-7	Item legitimate skip/NA	188	19.92

-8	Unit non-response/component not applicable	92	9.75
-9	Missing	12	1.27
TOTALS		944	100.00

Variable Name: C1UPSSELECT

Position: 1073 - 1074, Format: N2.

Variable Label: C1 C08D Importance of student/parent choice for 10-12th grade science placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
2	Not at all important or a little important	82	8.69
3	Somewhat important	275	29.13
4	Very important	290	30.72
-7	Item legitimate skip/NA	188	19.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	17	1.80
TOTALS		944	100.00

Variable Name: C1UPSPLAN

Position: 1075 - 1076, Format: N2.

Variable Label: C1 C08E Importance of career/education plan for 10-12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Student career or education plan

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	48	5.08
2	A little important	86	9.11

3	Somewhat important	286	30.30
4	Very important	221	23.41
-7	Item legitimate skip/NA	188	19.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	23	2.44
TOTALS		944	100.00

Variable Name: C1UPSSCHED

Position: 1077 - 1078, Format: N2.

Variable Label: C1 C08F Importance of master schedule for 10th to 12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Master schedule considerations

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	168	17.80
2	A little important	189	20.02
3	Somewhat important	196	20.76
4	Very important	81	8.58
-7	Item legitimate skip/NA	188	19.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	30	3.18
TOTALS		944	100.00

Variable Name: C1TTEACHING

Position: 1079 - 1080, Format: N2.

Variable Label: C1 D01A Teachers in this school set high standards for teaching

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

set high standards for teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	411	43.54
2	Agree	395	41.84
3	Disagree or strongly disagree	40	4.24
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	6	0.64
TOTALS		944	100.00

Variable Name: C1TLEARNING

Position: 1081 - 1082, Format: N2.

Variable Label: C1 D01B Teachers in this school set high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school... set high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	421	44.60
2	Agree	381	40.36
3	Disagree or strongly disagree	43	4.56
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	7	0.74
TOTALS		944	100.00

Variable Name: C1TBELIEVE

Position: 1083 - 1084, Format: N2.

Variable Label: C1 D01C Teachers in this school believe all students can do well

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school... believe all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	193	20.44
2	Agree	505	53.50
3	Disagree	133	14.09
4	Strongly disagree	11	1.17
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	10	1.06
TOTALS		944	100.00

Variable Name: C1TGIVEUP

Position: 1085 - 1086, Format: N2.

Variable Label: C1 D01D Teachers in this school have given up on some students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school... have given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	38	4.03
2	Agree	358	37.92
3	Disagree	327	34.64
4	Strongly disagree	114	12.08
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	15	1.59
TOTALS		944	100.00

Variable Name: C1TCARE

Position: 1087 - 1088, Format: N2.

Variable Label: C1 D01E Teachers in this school care only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school... care only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	49	5.19
3	Disagree	456	48.31
4	Strongly disagree	333	35.28
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	14	1.48
TOTALS		944	100.00

Variable Name: C1TEXPECT

Position: 1089 - 1090, Format: N2.

Variable Label: C1 D01F Teachers in this school expect very little from students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school... expect very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	11	1.17
2	Agree	38	4.03
3	Disagree	384	40.68
4	Strongly disagree	406	43.01
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	13	1.38

TOTALS		944	100.00

Variable Name: C1TWORKHARD

Position: 1091 - 1092, Format: N2.

Variable Label: C1 D01G Teachers in this school work hard to make sure all students learn

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school... work hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	302	31.99
2	Agree	471	49.89
3	Disagree	61	6.46
4	Strongly disagree	10	1.06
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1CLEARNING

Position: 1093 - 1094, Format: N2.

Variable Label: C1 D02A Counselors in this school set high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school... set high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	482	51.06
2	Agree	346	36.65
3	Disagree or strongly disagree	13	1.38
-8	Unit non-response/component not applicable	92	9.75

-9	Missing	11	1.17
TOTALS		944	100.00

Variable Name: C1CBELIEVE

Position: 1095 - 1096, Format: N2.

Variable Label: C1 D02B Counselors in this school believe all students can do well

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school... believe all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	442	46.82
2	Agree	375	39.72
3	Disagree or strongly disagree	23	2.44
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	12	1.27
TOTALS		944	100.00

Variable Name: C1CGIVEUP

Position: 1097 - 1098, Format: N2.

Variable Label: C1 D02C Counselors in this school have given up on some students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school... have given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	124	13.14
3	Disagree	360	38.14
4	Strongly disagree	355	37.61
-8	Unit non-response/component not applicable	92	9.75

-9	Missing	13	1.38
TOTALS		944	100.00

Variable Name: C1CCARE

Position: 1099 - 1100, Format: N2.

Variable Label: C1 D02D Counselors in this school care only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school... care only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	16	1.69
3	Disagree	249	26.38
4	Strongly disagree	573	60.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	14	1.48
TOTALS		944	100.00

Variable Name: C1CEXPECT

Position: 1101 - 1102, Format: N2.

Variable Label: C1 D02E Counselors in this school expect very little from students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school... expect very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	17	1.80
3	Disagree	281	29.77
4	Strongly disagree	542	57.42
-8	Unit non-response/component not applicable	92	9.75

-9	Missing	12	1.27
TOTALS		944	100.00

Variable Name: C1CWORKHARD

Position: 1103 - 1104, Format: N2.

Variable Label: C1 D02F Counselors in this school work hard to make sure all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school... work hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	433	45.87
2	Agree	375	39.72
3	Disagree or strongly disagree	31	3.28
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	13	1.38
TOTALS		944	100.00

Variable Name: C1PLEARNING

Position: 1105 - 1106, Format: N2.

Variable Label: C1 D03A Principal in this school sets high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school... sets high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	540	57.20
2	Agree	269	28.50
3	Disagree or strongly disagree	23	2.44
-8	Unit non-response/component not applicable	92	9.75

-9	Missing	20	2.12
TOTALS		944	100.00

Variable Name: C1PBELIEVE

Position: 1107 - 1108, Format: N2.

Variable Label: C1 D03B Principal in this school believes all students can do well

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school... believes all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	427	45.23
2	Agree	378	40.04
3	Disagree or strongly disagree	26	2.75
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	21	2.22
TOTALS		944	100.00

Variable Name: C1PGIVEUP

Position: 1109 - 1110, Format: N2.

Variable Label: C1 D03C Principal in this school has given up on some students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school... has given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	11	1.17
2	Agree	119	12.61
3	Disagree	343	36.33
4	Strongly disagree	355	37.61

-8	Unit non-response/component not applicable	92	9.75
-9	Missing	24	2.54
TOTALS		944	100.00

Variable Name: C1PCARE

Position: 1111 - 1112, Format: N2.

Variable Label: C1 D03D Principal in this school cares only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school... cares only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	27	2.86
3	Disagree	294	31.14
4	Strongly disagree	511	54.13
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	20	2.12
TOTALS		944	100.00

Variable Name: C1PEXPECT

Position: 1113 - 1114, Format: N2.

Variable Label: C1 D03E Principal in this school expects very little from students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school... expects very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	17	1.80
3	Disagree	297	31.46
4	Strongly disagree	514	54.45

-8	Unit non-response/component not applicable	92	9.75
-9	Missing	24	2.54
TOTALS		944	100.00

Variable Name: C1PWORKHARD

Position: 1115 - 1116, Format: N2.

Variable Label: C1 D03F Principal in this school works hard to make sure all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

works hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	478	50.64
2	Agree	312	33.05
3	Disagree or strongly disagree	43	4.56
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	19	2.01
TOTALS		944	100.00

Variable Name: C1YRSK12

Position: 1117 - 1118, Format: N2.

Variable Label: C1 D04A Years as a school counselor for any grade K-12

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Counting this school year, how many years have you been a school counselor...

for any grades K through 12?

for any high school grades 9 through 12?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1YRS912

Position: 1119 - 1120, Format: N2.

Variable Label: C1 D04B Years as a school counselor for grades 9-12

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Counting this school year, how many years have you been a school counselor...

for any grades K through 12?

for any high school grades 9 through 12?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1HIDEG

Position: 1121 - 1122, Format: N2.

Variable Label: C1 D05 Counselor's highest degree earned

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the highest degree you have earned?

Associate's degree

Bachelor's degree

Master's degree

Educational specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

You do not have a degree

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1HIMAJV

Position: 1123 - 1162, Format: A40

Variable Label: C1 D06A Counselor's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00

TOTALS		944	100.00

Variable Name: C1HIMAJ6

Position: 1163 - 1169, Format: A7

Variable Label: C1 D06C Counselor's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1HIMAJ2

Position: 1170 - 1171, Format: N2.

Variable Label: C1 D06B Counselor's major for highest level of education 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1BAMAJV

Position: 1172 - 1211, Format: A40

Variable Label: C1 D07A Counselor's major for Bachelor's degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: C1BAMAJV was logically imputed to C1HIMAJV for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00

TOTALS		944	100.00

Variable Name: C1BAMAJ6

Position: 1212 - 1218, Format: A7

Variable Label: C1 D07C Counselor's major for Bachelor's degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: C1BAMAJ6 was logically imputed to C1HIMAJ6 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1BAMAJ2

Position: 1219 - 1220, Format: N2.

Variable Label: C1 D07B Counselor's major for Bachelor's degree 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on "Search for Major". Do not enter abbreviations.)

Note: C1BAMAJ2 was logically imputed to C1HIMAJ2 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1INCDEG

Position: 1221 - 1222, Format: N2.

Variable Label: C1 D08 Counselor has started but not completed more advanced degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Have you started, but not completed, any work on a degree beyond [highest degree earned]?

(If you have started more than one of the degrees listed below, please select the higher degree.)

No, have not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of "highest degree earned"; response options were conditionally displayed based on respondent's actual highest degree earned.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1ENTRY

Position: 1223 - 1224, Format: N2.

Variable Label: C1 D09 How counselor entered the school counseling profession

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following best describes your entry into the school counseling profession?

You became a school counselor immediately after earning your Bachelor's degree

You entered graduate school directly after earning your Bachelor's degree and then became a school counselor immediately after graduate school

You were a teacher prior to becoming a school counselor

You were in another education-related profession prior to becoming a school counselor

You were another type of counselor

You were in a noneducation-related profession prior to becoming a school counselor

Other

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: W1SCHOOL001

Position: 1225 - 1237, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 1

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	473	50.11
C	2.07049727 - 768.95608288	471	49.89
TOTALS		944	100.00

Variable Name: W1SCHOOL002

Position: 1238 - 1250, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 2

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	474	50.21
C	1.5143904 - 1443.72690294	470	49.79
TOTALS		944	100.00

Variable Name: W1SCHOOL003

Position: 1251 - 1263, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 3

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	467	49.47
C	2.70778945 - 1358.61781793	477	50.53
TOTALS		944	100.00

Variable Name: W1SCHOOL004

Position: 1264 - 1276, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 4

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	470	49.79
C	2.44046052 - 663.47867607	474	50.21
TOTALS		944	100.00

Variable Name: W1SCHOOL005

Position: 1277 - 1289, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 5

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	470	49.79
C	2.36485636 - 1580.60496372	474	50.21
TOTALS		944	100.00

Variable Name: W1SCHOOL006

Position: 1290 - 1302, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 6

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	483	51.17
C	2.34777809 - 728.19609186	461	48.83
TOTALS		944	100.00

Variable Name: W1SCHOOL007

Position: 1303 - 1315, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 7

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	466	49.36
C	2.22592707 - 1788.38457284	478	50.64
TOTALS		944	100.00

Variable Name: W1SCHOOL008

Position: 1316 - 1328, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 8

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	485	51.38
C	1.39012093 - 590.16169829	459	48.62
TOTALS		944	100.00

Variable Name: W1SCHOOL009

Position: 1329 - 1341, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 9

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	477	50.53
C	2.53744653 - 1497.45754631	467	49.47
TOTALS		944	100.00

Variable Name: W1SCHOOL010

Position: 1342 - 1354, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 10

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	475	50.32
C	2.03451178 - 649.12393502	469	49.68
TOTALS		944	100.00

Variable Name: W1SCHOOL011

Position: 1355 - 1367, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 11

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	481	50.95
C	1.80234195 - 560.68221451	463	49.05
TOTALS		944	100.00

Variable Name: W1SCHOOL012

Position: 1368 - 1380, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 12

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	477	50.53
C	3.07819514 - 1800.6367812	467	49.47
TOTALS		944	100.00

Variable Name: W1SCHOOL013

Position: 1381 - 1393, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 13

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	494	52.33
C	1.51738925 - 805.54306024	450	47.67
TOTALS		944	100.00

Variable Name: W1SCHOOL014

Position: 1394 - 1406, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 14

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	506	53.60
C	2.70839024 - 1344.9490348	438	46.40
TOTALS		944	100.00

Variable Name: W1SCHOOL015

Position: 1407 - 1419, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 15

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	482	51.06
C	2.68786985 - 1414.78958962	462	48.94
TOTALS		944	100.00

Variable Name: W1SCHOOL016

Position: 1420 - 1432, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 16

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	468	49.58
C	2.4013989 - 548.99547055	476	50.42
TOTALS		944	100.00

Variable Name: W1SCHOOL017

Position: 1433 - 1445, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 17

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	474	50.21
C	1.83340366 - 1345.66836198	470	49.79
TOTALS		944	100.00

Variable Name: W1SCHOOL018

Position: 1446 - 1458, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 18

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	457	48.41
C	1.8878226 - 1390.54630772	487	51.59
TOTALS		944	100.00

Variable Name: W1SCHOOL019

Position: 1459 - 1471, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 19

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	480	50.85
C	2.64858168 - 816.13686735	464	49.15
TOTALS		944	100.00

Variable Name: W1SCHOOL020

Position: 1472 - 1484, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 20

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	480	50.85
C	2.46264187 - 1164.06900296	464	49.15
TOTALS		944	100.00

Variable Name: W1SCHOOL021

Position: 1485 - 1497, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 21

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	498	52.75
C	2.88563284 - 1218.02712435	446	47.25
TOTALS		944	100.00

Variable Name: W1SCHOOL022

Position: 1498 - 1510, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 22

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	461	48.83
C	2.00730752 - 1432.55129168	483	51.17
TOTALS		944	100.00

Variable Name: W1SCHOOL023

Position: 1511 - 1523, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 23

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	458	48.52
C	1.46860694 - 680.58770439	486	51.48
TOTALS		944	100.00

Variable Name: W1SCHOOL024

Position: 1524 - 1536, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 24

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	470	49.79
C	2.56675525 - 1345.77394349	474	50.21
TOTALS		944	100.00

Variable Name: W1SCHOOL025

Position: 1537 - 1549, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 25

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	472	50.00
C	2.23726936 - 1159.14152638	472	50.00
TOTALS		944	100.00

Variable Name: W1SCHOOL026

Position: 1550 - 1562, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 26

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	459	48.62
C	2.84988158 - 679.00133995	485	51.38
TOTALS		944	100.00

Variable Name: W1SCHOOL027

Position: 1563 - 1575, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 27

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	464	49.15
C	2.02890087 - 640.57884974	480	50.85
TOTALS		944	100.00

Variable Name: W1SCHOOL028

Position: 1576 - 1588, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 28

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	455	48.20
C	1.43761448 - 524.28789895	489	51.80
TOTALS		944	100.00

Variable Name: W1SCHOOL029

Position: 1589 - 1601, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 29

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	486	51.48
C	1.3888019 - 1413.25686682	458	48.52
TOTALS		944	100.00

Variable Name: W1SCHOOL030

Position: 1602 - 1614, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 30

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	488	51.69
C	1.79274337 - 571.43285451	456	48.31
TOTALS		944	100.00

Variable Name: W1SCHOOL031

Position: 1615 - 1627, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 31

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	470	49.79
C	1.65162175 - 610.91704871	474	50.21
TOTALS		944	100.00

Variable Name: W1SCHOOL032

Position: 1628 - 1640, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 32

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	474	50.21
C	2.65432066 - 1816.73707659	470	49.79
TOTALS		944	100.00

Variable Name: W1SCHOOL033

Position: 1641 - 1653, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 33

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	468	49.58
C	1.98356512 - 879.19422785	476	50.42
TOTALS		944	100.00

Variable Name: W1SCHOOL034

Position: 1654 - 1666, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 34

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	465	49.26
C	2.7425376 - 1700.59148135	479	50.74
TOTALS		944	100.00

Variable Name: W1SCHOOL035

Position: 1667 - 1679, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 35

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	458	48.52
C	2.24590787 - 1064.56169249	486	51.48
TOTALS		944	100.00

Variable Name: W1SCHOOL036

Position: 1680 - 1692, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 36

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	450	47.67
C	1.7997804 - 1290.67136111	494	52.33
TOTALS		944	100.00

Variable Name: W1SCHOOL037

Position: 1693 - 1705, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 37

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	454	48.09
C	1.69731207 - 562.57200606	490	51.91
TOTALS		944	100.00

Variable Name: W1SCHOOL038

Position: 1706 - 1718, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 38

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	462	48.94
C	2.54864444 - 1254.90857462	482	51.06
TOTALS		944	100.00

Variable Name: W1SCHOOL039

Position: 1719 - 1731, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 39

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	461	48.83
C	2.78189606 - 1426.36838012	483	51.17
TOTALS		944	100.00

Variable Name: W1SCHOOL040

Position: 1732 - 1744, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 40

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	471	49.89
C	2.30862131 - 1337.53115174	473	50.11
TOTALS		944	100.00

Variable Name: W1SCHOOL041

Position: 1745 - 1757, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 41

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	464	49.15
C	2.37878092 - 1434.50955558	480	50.85
TOTALS		944	100.00

Variable Name: W1SCHOOL042

Position: 1758 - 1770, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 42

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	475	50.32
C	2.68729111 - 1124.3839723	469	49.68
TOTALS		944	100.00

Variable Name: W1SCHOOL043

Position: 1771 - 1783, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 43

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	470	49.79
C	2.09398534 - 691.29166637	474	50.21
TOTALS		944	100.00

Variable Name: W1SCHOOL044

Position: 1784 - 1796, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 44

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	481	50.95
C	2.4222633 - 557.9113442	463	49.05
TOTALS		944	100.00

Variable Name: W1SCHOOL045

Position: 1797 - 1809, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 45

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	462	48.94
C	2.25952924 - 2021.34342455	482	51.06
TOTALS		944	100.00

Variable Name: W1SCHOOL046

Position: 1810 - 1822, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 46

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	464	49.15
C	2.60550793 - 1138.84095321	480	50.85
TOTALS		944	100.00

Variable Name: W1SCHOOL047

Position: 1823 - 1835, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 47

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	446	47.25
C	2.49577316 - 1489.77350341	498	52.75
TOTALS		944	100.00

Variable Name: W1SCHOOL048

Position: 1836 - 1848, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 48

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	463	49.05
C	1.80406733 - 562.00841856	481	50.95
TOTALS		944	100.00

Variable Name: W1SCHOOL049

Position: 1849 - 1861, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 49

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	500	52.97
C	0.92441228 - 770.90420141	444	47.03
TOTALS		944	100.00

Variable Name: W1SCHOOL050

Position: 1862 - 1874, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 50

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	468	49.58
C	2.51794768 - 1233.50050388	476	50.42
TOTALS		944	100.00

Variable Name: W1SCHOOL051

Position: 1875 - 1887, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 51

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	471	49.89
C	2.12261042 - 1371.02751307	473	50.11
TOTALS		944	100.00

Variable Name: W1SCHOOL052

Position: 1888 - 1900, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 52

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	488	51.69
C	2.29991027 - 1538.35055338	456	48.31
TOTALS		944	100.00

Variable Name: W1SCHOOL053

Position: 1901 - 1913, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 53

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	466	49.36
C	2.54340611 - 1537.35811908	478	50.64
TOTALS		944	100.00

Variable Name: W1SCHOOL054

Position: 1914 - 1926, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 54

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	491	52.01
C	1.90061389 - 1319.74254493	453	47.99
TOTALS		944	100.00

Variable Name: W1SCHOOL055

Position: 1927 - 1939, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 55

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	465	49.26
C	2.22477867 - 1597.5953379	479	50.74
TOTALS		944	100.00

Variable Name: W1SCHOOL056

Position: 1940 - 1952, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 56

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	475	50.32
C	2.52603752 - 624.56300754	469	49.68
TOTALS		944	100.00

Variable Name: W1SCHOOL057

Position: 1953 - 1965, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 57

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	484	51.27
C	1.54541468 - 724.82958426	460	48.73
TOTALS		944	100.00

Variable Name: W1SCHOOL058

Position: 1966 - 1978, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 58

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	478	50.64
C	1.84934405 - 543.72854704	466	49.36
TOTALS		944	100.00

Variable Name: W1SCHOOL059

Position: 1979 - 1991, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 59

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	480	50.85
C	2.9540511 - 1682.39918175	464	49.15
TOTALS		944	100.00

Variable Name: W1SCHOOL060

Position: 1992 - 2004, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 60

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	467	49.47
C	2.17115552 - 594.5088502	477	50.53
TOTALS		944	100.00

Variable Name: W1SCHOOL061

Position: 2005 - 2017, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 61

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	481	50.95
C	2.70118023 - 1270.70454139	463	49.05
TOTALS		944	100.00

Variable Name: W1SCHOOL062

Position: 2018 - 2030, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 62

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	452	47.88
C	1.32924941 - 586.81080608	492	52.12
TOTALS		944	100.00

Variable Name: W1SCHOOL063

Position: 2031 - 2043, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 63

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	452	47.88
C	2.34045458 - 744.1537507	492	52.12
TOTALS		944	100.00

Variable Name: W1SCHOOL064

Position: 2044 - 2056, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 64

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	466	49.36
C	1.5820508 - 711.70598827	478	50.64
TOTALS		944	100.00

Variable Name: W1SCHOOL065

Position: 2057 - 2069, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 65

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	472	50.00
C	1.75658452 - 702.98579102	472	50.00
TOTALS		944	100.00

Variable Name: W1SCHOOL066

Position: 2070 - 2082, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 66

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	474	50.21
C	1.86431833 - 794.94913867	470	49.79
TOTALS		944	100.00

Variable Name: W1SCHOOL067

Position: 2083 - 2095, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 67

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	475	50.32
C	1.56376959 - 595.4873334	469	49.68
TOTALS		944	100.00

Variable Name: W1SCHOOL068

Position: 2096 - 2108, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 68

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	484	51.27
C	2.29276158 - 1423.8005864	460	48.73
TOTALS		944	100.00

Variable Name: W1SCHOOL069

Position: 2109 - 2121, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 69

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	475	50.32
C	1.96023442 - 1458.8205307	469	49.68
TOTALS		944	100.00

Variable Name: W1SCHOOL070

Position: 2122 - 2134, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 70

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	478	50.64
C	2.08005041 - 1380.3589352	466	49.36
TOTALS		944	100.00

Variable Name: W1SCHOOL071

Position: 2135 - 2147, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 71

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	477	50.53
C	1.37648583 - 628.73671974	467	49.47
TOTALS		944	100.00

Variable Name: W1SCHOOL072

Position: 2148 - 2160, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 72

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	444	47.03
C	1.6110981 - 545.01650607	500	52.97
TOTALS		944	100.00

Variable Name: W1SCHOOL073

Position: 2161 - 2173, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 73

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	484	51.27
C	1.23197026 - 553.69374392	460	48.73
TOTALS		944	100.00

Variable Name: W1SCHOOL074

Position: 2174 - 2186, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 74

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	463	49.05
C	1.3987874 - 936.12924673	481	50.95
TOTALS		944	100.00

Variable Name: W1SCHOOL075

Position: 2187 - 2199, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 75

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	472	50.00
C	1.80969034 - 1347.8679242	472	50.00
TOTALS		944	100.00

Variable Name: W1SCHOOL076

Position: 2200 - 2212, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 76

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	478	50.64
C	1.62031003 - 516.91903318	466	49.36
TOTALS		944	100.00

Variable Name: W1SCHOOL077

Position: 2213 - 2225, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 77

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	470	49.79
C	2.09404833 - 800.21491977	474	50.21
TOTALS		944	100.00

Variable Name: W1SCHOOL078

Position: 2226 - 2238, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 78

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	445	47.14
C	2.30464487 - 1284.03420845	499	52.86
TOTALS		944	100.00

Variable Name: W1SCHOOL079

Position: 2239 - 2251, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 79

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	460	48.73
C	1.9878897 - 1544.05993879	484	51.27
TOTALS		944	100.00

Variable Name: W1SCHOOL080

Position: 2252 - 2264, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 80

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	469	49.68
C	2.22645547 - 1338.43244899	475	50.32
TOTALS		944	100.00

Variable Name: W1SCHOOL081

Position: 2265 - 2277, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 81

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	479	50.74
C	2.74384339 - 1455.50040279	465	49.26
TOTALS		944	100.00

Variable Name: W1SCHOOL082

Position: 2278 - 2290, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 82

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	486	51.48
C	1.93129472 - 693.2411637	458	48.52
TOTALS		944	100.00

Variable Name: W1SCHOOL083

Position: 2291 - 2303, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 83

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	474	50.21
C	1.80750321 - 1443.61943056	470	49.79
TOTALS		944	100.00

Variable Name: W1SCHOOL084

Position: 2304 - 2316, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 84

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	501	53.07
C	2.73804528 - 886.2158	443	46.93
TOTALS		944	100.00

Variable Name: W1SCHOOL085

Position: 2317 - 2329, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 85

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	467	49.47
C	2.09713097 - 619.29112556	477	50.53
TOTALS		944	100.00

Variable Name: W1SCHOOL086

Position: 2330 - 2342, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 86

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	464	49.15
C	2.00902289 - 566.97986818	480	50.85
TOTALS		944	100.00

Variable Name: W1SCHOOL087

Position: 2343 - 2355, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 87

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	488	51.69
C	2.42547024 - 1722.48268309	456	48.31
TOTALS		944	100.00

Variable Name: W1SCHOOL088

Position: 2356 - 2368, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 88

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	491	52.01
C	3.00382417 - 621.48144634	453	47.99
TOTALS		944	100.00

Variable Name: W1SCHOOL089

Position: 2369 - 2381, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 89

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	466	49.36
C	2.41770473 - 1021.3313777	478	50.64
TOTALS		944	100.00

Variable Name: W1SCHOOL090

Position: 2382 - 2394, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 90

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	441	46.72
C	2.61152353 - 523.4353215	503	53.28
TOTALS		944	100.00

Variable Name: W1SCHOOL091

Position: 2395 - 2407, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 91

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	485	51.38
C	1.80493473 - 1703.46639598	459	48.62
TOTALS		944	100.00

Variable Name: W1SCHOOL092

Position: 2408 - 2420, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 92

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	491	52.01
C	3.09989871 - 1030.1380412	453	47.99
TOTALS		944	100.00

Variable Name: W1SCHOOL093

Position: 2421 - 2433, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 93

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	465	49.26
C	2.16754712 - 1474.45320255	479	50.74
TOTALS		944	100.00

Variable Name: W1SCHOOL094

Position: 2434 - 2446, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 94

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	444	47.03
C	1.98102912 - 638.76262905	500	52.97
TOTALS		944	100.00

Variable Name: W1SCHOOL095

Position: 2447 - 2459, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 95

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	473	50.11
C	1.8807956 - 1251.01143254	471	49.89
TOTALS		944	100.00

Variable Name: W1SCHOOL096

Position: 2460 - 2472, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 96

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	469	49.68
C	1.89105342 - 583.68930374	475	50.32
TOTALS		944	100.00

Variable Name: W1SCHOOL097

Position: 2473 - 2485, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 97

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	479	50.74
C	1.47161727 - 932.69728477	465	49.26
TOTALS		944	100.00

Variable Name: W1SCHOOL098

Position: 2486 - 2498, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 98

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	468	49.58
C	1.86659879 - 753.47462153	476	50.42
TOTALS		944	100.00

Variable Name: W1SCHOOL099

Position: 2499 - 2511, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 99

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	469	49.68
C	2.50369207 - 727.3191097	475	50.32
TOTALS		944	100.00

Variable Name: W1SCHOOL100

Position: 2512 - 2524, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 100

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	475	50.32
C	2.67296689 - 1415.05702494	469	49.68
TOTALS		944	100.00

Variable Name: W1SCHOOL101

Position: 2525 - 2537, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 101

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	498	52.75
C	1.49365248 - 1869.70321642	446	47.25
TOTALS		944	100.00

Variable Name: W1SCHOOL102

Position: 2538 - 2550, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 102

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	480	50.85
C	1.99249207 - 646.85799494	464	49.15
TOTALS		944	100.00

Variable Name: W1SCHOOL103

Position: 2551 - 2563, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 103

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	478	50.64
C	2.96242573 - 1741.15886238	466	49.36
TOTALS		944	100.00

Variable Name: W1SCHOOL104

Position: 2564 - 2576, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 104

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	462	48.94
C	2.09250219 - 1600.11441947	482	51.06
TOTALS		944	100.00

Variable Name: W1SCHOOL105

Position: 2577 - 2589, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 105

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	493	52.22
C	2.26090916 - 1374.17258174	451	47.78
TOTALS		944	100.00

Variable Name: W1SCHOOL106

Position: 2590 - 2602, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 106

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	483	51.17
C	3.06690983 - 1184.74768278	461	48.83
TOTALS		944	100.00

Variable Name: W1SCHOOL107

Position: 2603 - 2615, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 107

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	459	48.62
C	1.86727934 - 732.48759858	485	51.38
TOTALS		944	100.00

Variable Name: W1SCHOOL108

Position: 2616 - 2628, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 108

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	473	50.11
C	2.05713099 - 760.53527714	471	49.89
TOTALS		944	100.00

Variable Name: W1SCHOOL109

Position: 2629 - 2641, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 109

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	464	49.15
C	1.92850813 - 560.32143825	480	50.85
TOTALS		944	100.00

Variable Name: W1SCHOOL110

Position: 2642 - 2654, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 110

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	472	50.00
C	2.43950742 - 1434.45696557	472	50.00
TOTALS		944	100.00

Variable Name: W1SCHOOL111

Position: 2655 - 2667, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 111

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	487	51.59
C	2.40929495 - 1593.03513193	457	48.41
TOTALS		944	100.00

Variable Name: W1SCHOOL112

Position: 2668 - 2680, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 112

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	460	48.73
C	2.95711135 - 1792.73744811	484	51.27
TOTALS		944	100.00

Variable Name: W1SCHOOL113

Position: 2681 - 2693, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 113

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	471	49.89
C	2.40675131 - 1695.49403149	473	50.11
TOTALS		944	100.00

Variable Name: W1SCHOOL114

Position: 2694 - 2706, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 114

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	472	50.00
C	1.77178427 - 1569.27980441	472	50.00
TOTALS		944	100.00

Variable Name: W1SCHOOL115

Position: 2707 - 2719, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 115

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	488	51.69
C	2.05009379 - 1506.78997427	456	48.31
TOTALS		944	100.00

Variable Name: W1SCHOOL116

Position: 2720 - 2732, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 116

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	460	48.73
C	1.65393591 - 673.9187531	484	51.27
TOTALS		944	100.00

Variable Name: W1SCHOOL117

Position: 2733 - 2745, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 117

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	482	51.06
C	2.22302888 - 1475.50520418	462	48.94
TOTALS		944	100.00

Variable Name: W1SCHOOL118

Position: 2746 - 2758, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 118

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	477	50.53
C	2.23046677 - 729.369	467	49.47
TOTALS		944	100.00

Variable Name: W1SCHOOL119

Position: 2759 - 2771, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 119

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	484	51.27
C	2.72633978 - 1312.79675337	460	48.73
TOTALS		944	100.00

Variable Name: W1SCHOOL120

Position: 2772 - 2784, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 120

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	460	48.73
C	2.96227895 - 1176.54786205	484	51.27
TOTALS		944	100.00

Variable Name: W1SCHOOL121

Position: 2785 - 2797, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 121

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	469	49.68
C	2.38581141 - 1425.7267978	475	50.32
TOTALS		944	100.00

Variable Name: W1SCHOOL122

Position: 2798 - 2810, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 122

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	458	48.52
C	2.09722571 - 702.15203161	486	51.48
TOTALS		944	100.00

Variable Name: W1SCHOOL123

Position: 2811 - 2823, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 123

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	474	50.21
C	1.86857469 - 714.99378507	470	49.79
TOTALS		944	100.00

Variable Name: W1SCHOOL124

Position: 2824 - 2836, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 124

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	453	47.99
C	1.55291085 - 596.56426684	491	52.01
TOTALS		944	100.00

Variable Name: W1SCHOOL125

Position: 2837 - 2849, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 125

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	478	50.64
C	2.44410791 - 660.70901248	466	49.36
TOTALS		944	100.00

Variable Name: W1SCHOOL126

Position: 2850 - 2862, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 126

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	494	52.33
C	2.57710455 - 803.44185605	450	47.67
TOTALS		944	100.00

Variable Name: W1SCHOOL127

Position: 2863 - 2875, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 127

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	454	48.09
C	2.27316585 - 534.47839863	490	51.91
TOTALS		944	100.00

Variable Name: W1SCHOOL128

Position: 2876 - 2888, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 128

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	483	51.17
C	2.74008906 - 1280.51216528	461	48.83
TOTALS		944	100.00

Variable Name: W1SCHOOL129

Position: 2889 - 2901, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 129

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	467	49.47
C	2.51912781 - 1173.86825659	477	50.53
TOTALS		944	100.00

Variable Name: W1SCHOOL130

Position: 2902 - 2914, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 130

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	459	48.62
C	1.73802138 - 617.10050282	485	51.38
TOTALS		944	100.00

Variable Name: W1SCHOOL131

Position: 2915 - 2927, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 131

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	474	50.21
C	2.01387304 - 737.40846414	470	49.79
TOTALS		944	100.00

Variable Name: W1SCHOOL132

Position: 2928 - 2940, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 132

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	473	50.11
C	1.80440251 - 692.70391486	471	49.89
TOTALS		944	100.00

Variable Name: W1SCHOOL133

Position: 2941 - 2953, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 133

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	465	49.26
C	2.2678522 - 1279.76556966	479	50.74
TOTALS		944	100.00

Variable Name: W1SCHOOL134

Position: 2954 - 2966, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 134

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	446	47.25
C	1.52421175 - 1343.43921828	498	52.75
TOTALS		944	100.00

Variable Name: W1SCHOOL135

Position: 2967 - 2979, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 135

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	465	49.26
C	1.6645045 - 887.09628151	479	50.74
TOTALS		944	100.00

Variable Name: W1SCHOOL136

Position: 2980 - 2992, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 136

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	472	50.00
C	2.02641058 - 975.48918707	472	50.00
TOTALS		944	100.00

Variable Name: W1SCHOOL137

Position: 2993 - 3005, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 137

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	469	49.68
C	2.2458543 - 755.58937516	475	50.32
TOTALS		944	100.00

Variable Name: W1SCHOOL138

Position: 3006 - 3018, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 138

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	459	48.62
C	2.09280702 - 599.25383712	485	51.38
TOTALS		944	100.00

Variable Name: W1SCHOOL139

Position: 3019 - 3031, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 139

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	461	48.83
C	1.66840571 - 841.98649346	483	51.17
TOTALS		944	100.00

Variable Name: W1SCHOOL140

Position: 3032 - 3044, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 140

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	485	51.38
C	2.06871934 - 1484.83442874	459	48.62
TOTALS		944	100.00

Variable Name: W1SCHOOL141

Position: 3045 - 3057, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 141

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	498	52.75
C	1.81739998 - 778.66417863	446	47.25
TOTALS		944	100.00

Variable Name: W1SCHOOL142

Position: 3058 - 3070, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 142

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	480	50.85
C	2.61439179 - 747.74258138	464	49.15
TOTALS		944	100.00

Variable Name: W1SCHOOL143

Position: 3071 - 3083, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 143

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	482	51.06
C	2.57145491 - 704.31625332	462	48.94
TOTALS		944	100.00

Variable Name: W1SCHOOL144

Position: 3084 - 3096, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 144

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	475	50.32
C	2.9117134 - 1558.62892148	469	49.68
TOTALS		944	100.00

Variable Name: W1SCHOOL145

Position: 3097 - 3109, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 145

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	479	50.74
C	1.1827739 - 784.68155541	465	49.26
TOTALS		944	100.00

Variable Name: W1SCHOOL146

Position: 3110 - 3122, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 146

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	459	48.62
C	2.49627173 - 1375.12816143	485	51.38
TOTALS		944	100.00

Variable Name: W1SCHOOL147

Position: 3123 - 3135, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 147

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	470	49.79
C	2.12395474 - 1399.44787549	474	50.21
TOTALS		944	100.00

Variable Name: W1SCHOOL148

Position: 3136 - 3148, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 148

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	469	49.68
C	1.36640739 - 765.09490482	475	50.32
TOTALS		944	100.00

Variable Name: W1SCHOOL149

Position: 3149 - 3161, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 149

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	465	49.26
C	2.07580199 - 1437.55846892	479	50.74
TOTALS		944	100.00

Variable Name: W1SCHOOL150

Position: 3162 - 3174, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 150

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	473	50.11
C	2.39061658 - 1217.02900337	471	49.89
TOTALS		944	100.00

Variable Name: W1SCHOOL151

Position: 3175 - 3187, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 151

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	469	49.68
C	1.59141501 - 1488.32044552	475	50.32
TOTALS		944	100.00

Variable Name: W1SCHOOL152

Position: 3188 - 3200, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 152

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	475	50.32
C	1.78339152 - 764.97589777	469	49.68
TOTALS		944	100.00

Variable Name: W1SCHOOL153

Position: 3201 - 3213, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 153

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	460	48.73
C	2.32007481 - 795.28707096	484	51.27
TOTALS		944	100.00

Variable Name: W1SCHOOL154

Position: 3214 - 3226, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 154

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	478	50.64
C	1.60365826 - 1450.38488255	466	49.36
TOTALS		944	100.00

Variable Name: W1SCHOOL155

Position: 3227 - 3239, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 155

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	476	50.42
C	2.14653203 - 667.30943498	468	49.58
TOTALS		944	100.00

Variable Name: W1SCHOOL156

Position: 3240 - 3252, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 156

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	486	51.48
C	1.49248902 - 701.62091551	458	48.52
TOTALS		944	100.00

Variable Name: W1SCHOOL157

Position: 3253 - 3265, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 157

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	473	50.11
C	2.18239816 - 641.6369007	471	49.89
TOTALS		944	100.00

Variable Name: W1SCHOOL158

Position: 3266 - 3278, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 158

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	462	48.94
C	1.69515632 - 1298.5127597	482	51.06
TOTALS		944	100.00

Variable Name: W1SCHOOL159

Position: 3279 - 3291, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 159

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	478	50.64
C	1.79085633 - 697.41396639	466	49.36
TOTALS		944	100.00

Variable Name: W1SCHOOL160

Position: 3292 - 3304, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 160

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	480	50.85
C	2.01410743 - 700.33193389	464	49.15
TOTALS		944	100.00

Variable Name: W1SCHOOL161

Position: 3305 - 3317, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 161

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	472	50.00
C	2.61525687 - 1250.16670393	472	50.00
TOTALS		944	100.00

Variable Name: W1SCHOOL162

Position: 3318 - 3330, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 162

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	446	47.25
C	1.18508434 - 743.33976256	498	52.75
TOTALS		944	100.00

Variable Name: W1SCHOOL163

Position: 3331 - 3343, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 163

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	469	49.68
C	0.92653963 - 737.77412565	475	50.32
TOTALS		944	100.00

Variable Name: W1SCHOOL164

Position: 3344 - 3356, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 164

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	499	52.86
C	2.11745326 - 1747.30477853	445	47.14
TOTALS		944	100.00

Variable Name: W1SCHOOL165

Position: 3357 - 3369, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 165

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	480	50.85
C	1.62828568 - 717.04580138	464	49.15
TOTALS		944	100.00

Variable Name: W1SCHOOL166

Position: 3370 - 3382, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 166

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	444	47.03
C	2.09712256 - 1443.73545713	500	52.97
TOTALS		944	100.00

Variable Name: W1SCHOOL167

Position: 3383 - 3395, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 167

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	467	49.47
C	2.37596292 - 1700.56059691	477	50.53
TOTALS		944	100.00

Variable Name: W1SCHOOL168

Position: 3396 - 3408, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 168

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	479	50.74
C	2.31951553 - 726.88984965	465	49.26
TOTALS		944	100.00

Variable Name: W1SCHOOL169

Position: 3409 - 3421, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 169

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	462	48.94
C	2.0384829 - 1189.66703277	482	51.06
TOTALS		944	100.00

Variable Name: W1SCHOOL170

Position: 3422 - 3434, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 170

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	499	52.86
C	2.46300064 - 799.17969872	445	47.14
TOTALS		944	100.00

Variable Name: W1SCHOOL171

Position: 3435 - 3447, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 171

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	491	52.01
C	2.93470877 - 1434.37122809	453	47.99
TOTALS		944	100.00

Variable Name: W1SCHOOL172

Position: 3448 - 3460, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 172

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	480	50.85
C	1.73210354 - 701.74606456	464	49.15
TOTALS		944	100.00

Variable Name: W1SCHOOL173

Position: 3461 - 3473, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 173

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	485	51.38
C	2.02064246 - 1608.12865818	459	48.62
TOTALS		944	100.00

Variable Name: W1SCHOOL174

Position: 3474 - 3486, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 174

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	466	49.36
C	2.13859597 - 709.69519577	478	50.64
TOTALS		944	100.00

Variable Name: W1SCHOOL175

Position: 3487 - 3499, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 175

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	469	49.68
C	1.83799166 - 651.86678137	475	50.32
TOTALS		944	100.00

Variable Name: W1SCHOOL176

Position: 3500 - 3512, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 176

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	458	48.52
C	1.65304915 - 1675.64056754	486	51.48
TOTALS		944	100.00

Variable Name: W1SCHOOL177

Position: 3513 - 3525, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 177

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	501	53.07
C	1.71986782 - 1382.86194221	443	46.93
TOTALS		944	100.00

Variable Name: W1SCHOOL178

Position: 3526 - 3538, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 178

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	466	49.36
C	1.90445044 - 655.62898473	478	50.64
TOTALS		944	100.00

Variable Name: W1SCHOOL179

Position: 3539 - 3551, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 179

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	461	48.83
C	1.32432762 - 729.369	483	51.17
TOTALS		944	100.00

Variable Name: W1SCHOOL180

Position: 3552 - 3564, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 180

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	469	49.68
C	2.49515552 - 886.2158	475	50.32
TOTALS		944	100.00

Variable Name: W1SCHOOL181

Position: 3565 - 3577, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 181

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	464	49.15
C	1.69992172 - 671.8802048	480	50.85
TOTALS		944	100.00

Variable Name: W1SCHOOL182

Position: 3578 - 3590, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 182

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	481	50.95
C	2.31100542 - 1548.07440221	463	49.05
TOTALS		944	100.00

Variable Name: W1SCHOOL183

Position: 3591 - 3603, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 183

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	457	48.41
C	1.52836194 - 640.80251971	487	51.59
TOTALS		944	100.00

Variable Name: W1SCHOOL184

Position: 3604 - 3616, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 184

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	458	48.52
C	2.34411228 - 732.82205279	486	51.48
TOTALS		944	100.00

Variable Name: W1SCHOOL185

Position: 3617 - 3629, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 185

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	477	50.53
C	2.04973563 - 1196.3780327	467	49.47
TOTALS		944	100.00

Variable Name: W1SCHOOL186

Position: 3630 - 3642, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 186

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	482	51.06
C	3.14360033 - 558.52789082	462	48.94
TOTALS		944	100.00

Variable Name: W1SCHOOL187

Position: 3643 - 3655, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 187

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	474	50.21
C	1.83844007 - 619.66091083	470	49.79
TOTALS		944	100.00

Variable Name: W1SCHOOL188

Position: 3656 - 3668, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 188

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	467	49.47
C	1.5512044 - 717.76598776	477	50.53
TOTALS		944	100.00

Variable Name: W1SCHOOL189

Position: 3669 - 3681, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 189

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	460	48.73
C	1.86973912 - 1144.86345159	484	51.27
TOTALS		944	100.00

Variable Name: W1SCHOOL190

Position: 3682 - 3694, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 190

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	480	50.85
C	2.41656112 - 2434.51913379	464	49.15
TOTALS		944	100.00

Variable Name: W1SCHOOL191

Position: 3695 - 3707, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 191

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	471	49.89
C	2.03239066 - 775.53310752	473	50.11
TOTALS		944	100.00

Variable Name: W1SCHOOL192

Position: 3708 - 3720, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 192

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	478	50.64
C	2.41231476 - 1413.04963048	466	49.36
TOTALS		944	100.00

Variable Name: W1SCHOOL193

Position: 3721 - 3733, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 193

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	471	49.89
C	1.41030387 - 1121.88960526	473	50.11
TOTALS		944	100.00

Variable Name: W1SCHOOL194

Position: 3734 - 3746, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 194

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	469	49.68
C	1.91181473 - 647.83043043	475	50.32
TOTALS		944	100.00

Variable Name: W1SCHOOL195

Position: 3747 - 3759, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 195

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	463	49.05
C	1.84432315 - 1641.66667705	481	50.95
TOTALS		944	100.00

Variable Name: W1SCHOOL196

Position: 3760 - 3772, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 196

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	472	50.00
C	2.40996989 - 1591.57165833	472	50.00
TOTALS		944	100.00

Variable Name: W1SCHOOL197

Position: 3773 - 3785, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 197

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	473	50.11
C	2.74447913 - 1284.38268635	471	49.89
TOTALS		944	100.00

Variable Name: W1SCHOOL198

Position: 3786 - 3798, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 198

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	481	50.95
C	2.29528954 - 1288.38246026	463	49.05
TOTALS		944	100.00

Variable Name: W1SCHOOL199

Position: 3799 - 3811, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 199

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	468	49.58
C	2.62046348 - 706.91623219	476	50.42
TOTALS		944	100.00

Variable Name: W1SCHOOL200

Position: 3812 - 3824, Format: N13.8

Variable Label: W1 BRR school analytic weight for replicate 200

Variable Description:

- BRR weights used to construct replicate variance estimates for school-level data, an alternative to the Taylor Series linearization method calculated with the corresponding main analytic weight (see W1SCHOOL). See section 6.3.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	458	48.52
C	1.49230467 - 582.18029847	486	51.48
TOTALS		944	100.00

Appendix L.
Comparison of Public- and Restricted-Use Files

Field Name	Field Label	Treatment
SCH_ID	School ID	Variable suppressed with -5 values on the public-use file (suppressed on public-use student file; retained as is on public-use school file).
X1NCESID	X1 School identification number from CCD or PSS	Variable suppressed with -5 values on the public-use file.
X1ASIAN	X1 Student is Asian-composite	Variable suppressed with -5 values on the public-use file.
X1PACISLE	X1 Student is Native Hawaiian/Pacific Islander-composite	Variable suppressed with -5 values on the public-use file.
X1AMINDIAN	X1 Student is American Indian/Alaska Native-composite	Variable suppressed with -5 values on the public-use file.
X1HISPTYPE	X1 Student's Hispanic/Latino/Latina subgroup-composite	Variable suppressed with -5 values on the public-use file.
X1ASIANTYPE	X1 Student's Asian subgroup-composite	Variable suppressed with -5 values on the public-use file.
X1NATIVELANG	X1 Student's native language	Variable suppressed with -5 values on the public-use file.
X1STDOB	X1 Student's date of birth (YYYYMM)	Dates recoded on the public-use file as follows: 1992 or earlier are recoded as 1992MM and 1996 or later are recoded as 1996MM. For dates where the year is bottom or top coded, the month value is left intact.
X1P1RELATION	X1 Parent 1: relationship to 9th grader	Non-parent relationships recoded as "Other female/male guardian" on the public-use file.
X1PAR1EDU	X1 Parent 1: highest level of education	"Educational Specialist diploma" recoded as "Master's degree" on the public-use file.
X1PAR1OCC6	X1 Parent 1: current/most recent occupation: 6-digit O*NET code	Variable suppressed with -5 values on the public-use file.
X1PAR1RACE	X1 Parent 1: race/ethnicity	"Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public-use file.
X1P2RELATION	X1 Parent 2: spouse's relationship to 9th grader	Non-parent relationships recoded as "Other female/male guardian" on the public-use file.
X1PAR2EDU	X1 Parent 2: highest level of education	"Educational Specialist diploma" recoded as "Master's degree" on the public-use file.
X1PAR2OCC6	X1 Parent 2: current/most recent occupation: 6-digit O*NET code	Variable suppressed with -5 values on the public-use file.
X1PAR2RACE	X1 Parent 2: race/ethnicity	"Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public-use file.
X1PAREDU	X1 Parents'/guardians' highest level of education	"Educational Specialist diploma" recoded as "Master's degree" on the public-use file.
X1PARPATTERN	X1 P1-P2 relationship pattern	Combined "Bio/adoptive mother and non-partner guardian" with "Bio/adoptive mother and non-bio/adoptive partner" and combined "Bio/adoptive father and non-partner guardian" with "Bio/adoptive father and non-bio/adoptive partner" on the public-use file.
X1MOMEDU	X1 Mother's/female guardian's highest level of education	"Educational Specialist diploma" recoded as "Master's degree" on the public-use file.

Field Name	Field Label	Treatment
X1MOMOCC6	X1 Mother/female guardian's current/most recent occupation: 6-digit O*NET code	Variable suppressed with -5 values on the public-use file.
X1MOMRACE	X1 Mother's race/ethnicity	"Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public-use file.
X1DADEDU	X1 Father's/male guardian's highest level of education	"Educational Specialist" diploma recoded as "Master's degree" on the public-use file.
X1DADOCC6	X1 Father/male guardian's current/most recent occupation: 6-digit O*NET code	Variable suppressed with -5 values on the public-use file.
X1DADRACE	X1 Father's race/ethnicity	"Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public-use file.
X1HHNUMBER	X1 Number of 2009 household members	Households with more than 11 members or with inputs (p1hhlt18 and p1hhge18) top coded at 9 are recoded as 11 on the public-use file.
X1STU30OCC6	X1 Student occupation at age 30: 6-digit O*NET code	Variable suppressed with -5 values on the public-use file.
X1STU30OCC2	X1 Student occupation at age 30: 2-digit O*NET code	Occupations with low counts set to uncodeable on the public-use file.
X1STUPRVSCHL	X1 School student attended last year (2008-2009): 12-digit NCESID from CCD/PSS	Variable suppressed with -5 values on the public-use file.
X1TESTDATE	X1 Student mathematics assessment date (YYYYMM)	Dates recoded on the public-use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.
X1SQDATE	X1 Student questionnaire date (YYYYMM)	Dates recoded on the public-use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.
X1SQINCAPABL	X1 Student questionnaire incapable	Variable suppressed with -5 values on the public-use file.
X1PQSTAT	X1 Parent questionnaire status	Various completion modes recoded as respondent on the public-use file.
X1PQDATE	X1 Parent questionnaire date (YYYYMM)	Dates recoded on the public-use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.
X1TMQSTAT	X1 Math teacher questionnaire status	Various completion modes recoded as respondent on the public-use file.
X1TMQDATE	X1 Math teacher questionnaire date (YYYYMM)	Dates recoded on the public-use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.
X1TMRACE	X1 Math teacher's race/ethnicity-composite	"Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public-use file.
X1TMCERT	X1 Math teacher's math teaching certification	High school and middle school not distinguished for probationary certification and emergency/temporary/waiver certification on the public-use file.
X1TSQSTAT	X1 Science teacher questionnaire status	Various completion modes recoded as respondent on the public-use file.
X1TSQDATE	X1 Science teacher questionnaire date (YYYYMM)	Dates recoded on the public-use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Field Name	Field Label	Treatment
X1TSRACE	X1 Science teacher race/ethnicity-composite	"Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public-use file.
X1TSCERT	X1 Science teacher's science teaching certification	High school and middle school not distinguished for probationary certification and emergency/temporary/waiver certification on the public-use file.
X1CONTROL	X1 School control	Catholic and other private recoded as one category on the public-use file.
X1CENDIV	X1 School census geographic division	Variable suppressed with -5 values on the public-use file.
X1STATESAMPL	X1 State level public school sample membership	Variable suppressed with -5 values on the public-use file.
X1STATE	X1 State code for school	Variable suppressed with -5 values on the public-use file.
X1GRADESPAN	X1 Grade span of school-administrator questionnaire	Variable suppressed with -5 values on the public-use file.
X1FREELUNCH	X1 Grade 9 percent free lunch-categorical	Variable suppressed with -5 values on the public-use file.
X1REPEAT9TH	X1 Percent of 9th graders repeating 9th grade	Variable suppressed with -5 values on the public-use file.
X1SCHAMIND	X1 Percent of students in school that are American Indian	Variable suppressed with -5 values on the public-use file.
X1SCHASIAN	X1 Percent of students in school that are Asian	Variable suppressed with -5 values on the public-use file.
X1SCHBLACK	X1 Percent of students in school that are Black	Variable suppressed with -5 values on the public-use file.
X1SCHHISP	X1 Percent of students in school that are Hispanic/Latino/Latina	Variable suppressed with -5 values on the public-use file.
X1SCHWHITE	X1 Percent of students in school that are White	Variable suppressed with -5 values on the public-use file.
X1AQDATE	X1 administrator questionnaire date (YYYYMM)	Dates recoded on the public-use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.
X1CQDATE	X1 counselor questionnaire date (YYYYMM)	Dates recoded on the public-use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.
S1HISPANIC	S1 A02 9th grader is Hispanic/Latino/Latina	Variable suppressed with -5 values on the public-use file.
S1HISPOR	S1 A03 9th grader's Hispanic/Latino/Latina origin	Variable suppressed with -5 values on the public-use file.
S1WHITE	S1 A04A 9th grader is White	Variable suppressed with -5 values on the public-use file.
S1BLACK	S1 A04B 9th grader is Black/African American	Variable suppressed with -5 values on the public-use file.
S1ASIAN	S1 A04C 9th grader is Asian	Variable suppressed with -5 values on the public-use file.
S1PACISLE	S1 A04D 9th grader is Native Hawaiian/Pacific Islander	Variable suppressed with -5 values on the public-use file.
S1AMINDIAN	S1 A04E 9th grader is American Indian or Alaska Native	Variable suppressed with -5 values on the public-use file.
S1ASIANOR	S1 A05 9th grader's Asian origin	Variable suppressed with -5 values on the public-use file.
S1BIRTHYR	S1 A06C 9th grader's year of birth	Years earlier than 1992 recoded to 1992 or earlier and years later than 1996 recoded to 1996 or later on the public-use file.

Field Name	Field Label	Treatment
S1LANG1STOS	S1 A08 Non-English language 9th grader first learned to speak as a child	Variable suppressed with -5 values on the public-use file.
S1LANGMOM	S1 A09 How often 9th grader speaks first language with mother/female guardian	"No mother/female guardian in household" recoded as "Missing" on the public-use file.
S1M8	S1 B06 Most advanced math course taken by 9th grader in the 8th grade	"Other adv math course, pre-calculus" recoded as "Other math course" on the public-use file.
S1S8	S1 B08 Most advanced science course taken by student in the 8th grade	"Principles of technology" recoded as "Other science course" on the public-use file.
S1ANATOMYS09	S1 D04I 9th grader is taking Anatomy or Physiology in fall 2009 term	Variable suppressed with -5 values on the public-use file.
S1ADVCHEMS09	S1 D04K 9th grader is taking advanced chemistry in fall 2009 term	Variable suppressed with -5 values on the public-use file.
S1TECHS09	S1 D04M 9th grader is taking Principles of Technology in fall 2009 term	Variable suppressed with -5 values on the public-use file.
S1COSTIN	S1 G09 Cost of tuition and mandatory fees at public in-state 4-year college	Sparse values recoded to similar values on the public-use file.
S1COSTPRV	S1 G11 Cost of tuition and mandatory fees at private 4-year college	Variable suppressed with -5 values on the public-use file.
S1COSTOUT	S1 G13 Cost of tuition/fees at public out-of-state 4-year college	Variable suppressed with -5 values on the public-use file.
S1ESTIN	S1 G15 Estimate of tuition and mandatory fees at public in-state 4-year college	Sparse values recoded to similar values on the public-use file.
S1OCC30	S1 G18 Occupation 9th grader expects to have at age 30	Variable suppressed with -5 values on the public-use file.
P1RELSHP	P1 A02 Respondent's relationship to 9th grader	Non-parent relationships recoded as "Other female/male guardian" on the public-use file.
P1HHPARREL1	P1 A04A First resident parent's relationship to 9th grader	Variable suppressed with -5 values on the public-use file.
P1HHPARREL2	P1 A04B Second resident parent's relationship to 9th grader	Variable suppressed with -5 values on the public-use file.
P1SPSREL	P1 A06 Respondent's spouse/partner's relationship to 9th grade	Non-parent relationships recoded as "Other female/male guardian" on the public-use file.
P1HHLT18	P1 A08A Number of household residents less than 18 years of age	Variable suppressed with -5 values on the public-use file.
P1HHGE18	P1 A08B Number of household residents 18 years or older	Variable suppressed with -5 values on the public-use file.
P1HHOTHR	P1 A10 Where 9th grader lives when not living with respondent	Sparse values recoded to "Other" on the public-use file.

Field Name	Field Label	Treatment
P1HISP1	P1 B01 Parent 1 is Hispanic/Latino/Latina	Variable suppressed with -5 values on the public-use file.
P1HISPOR1	P1 B02 Parent 1's Hispanic/Latino/Latina origin	Variable suppressed with -5 values on the public-use file.
P1WHITE1	P1 B03A Parent 1 is White	Variable suppressed with -5 values on the public-use file.
P1BLACK1	P1 B03B Parent 1 is Black/African American	Variable suppressed with -5 values on the public-use file.
P1ASIAN1	P1 B03C Parent 1 is Asian	Variable suppressed with -5 values on the public-use file.
P1PACISLE1	P1 B03D Parent 1 is Native Hawaiian/Pacific Islander	Variable suppressed with -5 values on the public-use file.
P1AMINDIAN1	P1 B03E Parent 1 is American Indian/Alaska Native	Variable suppressed with -5 values on the public-use file.
P1ASIANOR1	P1 B04 Parent 1's Asian origin	Variable suppressed with -5 values on the public-use file.
P1YRBORN1	P1 B05 Parent 1's birth year	Years before 1944 recoded as 1944 and years after 1981 recoded as 1981 on the public-use file.
P1COUNTRY1	P1 B07 Country in which Parent 1 was born	Variable suppressed with -5 values on the public-use file.
P1USYR1	P1 B08 Year Parent 1 came to United States to stay	Years before 1973 recoded as 1973 and years after 2009 recoded as 2009 on the public-use file.
P1HISP2	P1 B09 Parent 2 is Hispanic/Latino/Latina	Variable suppressed with -5 values on the public-use file.
P1HISPOR2	P1 B10 Parent 2's Hispanic/Latino/Latina origin	Variable suppressed with -5 values on the public-use file.
P1WHITE2	P1 B11A Parent 2 is White	Variable suppressed with -5 values on the public-use file.
P1BLACK2	P1 B11B Parent 2 is Black/African American	Variable suppressed with -5 values on the public-use file.
P1ASIAN2	P1 B11C Parent 2 is Asian	Variable suppressed with -5 values on the public-use file.
P1PACISLE2	P1 B11D Parent 2 is Native Hawaiian/Pacific Islander	Variable suppressed with -5 values on the public-use file.
P1AMINDIAN2	P1 B11E Parent 2 is American Indian or Alaska Native	Variable suppressed with -5 values on the public-use file.
P1ASIANOR2	P1 B12 Parent 2's Asian origin	Variable suppressed with -5 values on the public-use file.
P1YRBORN2	P1 B13 Parent 2's birth year	Years before 1944 recoded as 1944 and years after 1981 recoded as 1981 on the public-use file.
P1COUNTRY2	P1 B15 Country in which Parent 2 was born	Variable suppressed with -5 values on the public-use file.
P1USYR2	P1 B16 Year Parent 2 came to United States to stay	Years before 1973 recoded as 1973 on the public-use file.
P1COUNTRY9	P1 B18 Country in which student was born	Variable suppressed with -5 values on the public-use file.
P1USYR9	P1 B19 Year student came to the United States to stay	Years before 1994 recoded as 1994 on the public-use file.
P1SPANISH	P1 B22A Spanish is regularly spoken in home	Variable suppressed with -5 values on the public-use file.
P1EUROLANG	P1 B22B Other European language is regularly spoken in home	Variable suppressed with -5 values on the public-use file.
P1CHINESE	P1 B22C Chinese language regularly spoken in home	Variable suppressed with -5 values on the public-use file.
P1FILIPINO	P1 B22D Filipino language regularly spoken in home	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
P1SEASIAN	P1 B22E Southeast Asian language regularly spoken in home	Variable suppressed with -5 values on the public-use file.
P1SASIAN	P1 B22F South Asian language regularly spoken in home	Variable suppressed with -5 values on the public-use file.
P1OTHRASIAN	P1 B22G Other Asian language regularly spoken in home	Variable suppressed with -5 values on the public-use file.
P1MIDEAST	P1 B22H Middle Eastern language regularly spoken in home	Variable suppressed with -5 values on the public-use file.
P1OTHRLANG	P1 B22I Other language regularly spoken in home	Variable suppressed with -5 values on the public-use file.
P1RSPLANG	P1 B24 Language respondent usually speaks to 9th grader in home	Variable suppressed with -5 values on the public-use file.
P1LANG9	P1 B25 Language 9th grader usually speaks to respondent in home	Variable suppressed with -5 values on the public-use file.
P1HIDEG1	P1 C01 Parent 1's highest degree earned	"Educational Specialist diploma" recoded as "Master's degree" on the public-use file.
P1HIMAJV1	P1 C02A Parent 1's major for highest level of education-verbatim	Variable suppressed with -5 values on the public-use file.
P1HIMAJ21	P1 C02B Parent 1's major for highest level of education 2-digit CIP code	Majors with low counts set to uncodeable on the public-use file.
P1HIMAJ61	P1 C02C Parent 1's major for highest level of education 6-digit CIP code	Variable suppressed with -5 values on the public-use file.
P1BAMAJV1	P1 C03A Parent 1's major for bachelor's degree-verbatim	Variable suppressed with -5 values on the public-use file.
P1BAMAJ21	P1 C03B Parent 1's major for bachelor's degree 2-digit CIP code	Majors with low counts set to uncodeable on the public-use file.
P1BAMAJ61	P1 C03C Parent 1's major for bachelor's degree 6-digit CIP code	Variable suppressed with -5 values on the public-use file.
P1HOURS1	P1 C07 Hours Parent 1 works/worked per week	Sparse values recoded to similar values on the public-use file.
P1JOB6ONET1	P1 C08D Parent 1's job's 6-digit O*NET code	Variable suppressed with -5 values on the public-use file.
P1JOBDV1	P1 C08B Parent 1's job duties-verbatim	Variable suppressed with -5 values on the public-use file.
P1JOBTV1	P1 C08A Parent 1's job title-verbatim	Variable suppressed with -5 values on the public-use file.
P1HIDEG2	P1 C09 Parent 2's highest degree earned	"Educational Specialist diploma" recoded as "Master's degree" on the public-use file.
P1HIMAJV2	P1 C10A Parent 2's major for highest level of education-verbatim	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
P1HIMAJ22	P1 C10B Parent 2's major for highest level of education 2-digit CIP code	Majors with low counts set to uncodeable on the public-use file.
P1HIMAJ62	P1 C10C Parent 2's major for highest level of education 6-digit CIP code	Variable suppressed with -5 values on the public-use file.
P1BAMAJV2	P1 C11A Parent 2's major for bachelor's degree-verbatim	Variable suppressed with -5 values on the public-use file.
P1BAMAJ62	P1 C11C Parent 2's major for bachelor's degree 6-digit CIP code	Variable suppressed with -5 values on the public-use file.
P1BAMAJ22	P1 C11B Parent 2's major for bachelor's degree 2-digit CIP code	Majors with low counts set to uncodeable on the public-use file.
P1HOURS2	P1 C15 Hours Parent 2 works/worked per week	Sparse values recoded to similar values on the public-use file.
P1JOB6ONET2	P1 C16D Parent 2's job's 6-digit O*NET code	Variable suppressed with -5 values on the public-use file.
P1JOBDV2	P1 C16B Parent 2's job duties-verbatim	Variable suppressed with -5 values on the public-use file.
P1JOBTV2	P1 C16A Parent 2's job title-verbatim	Variable suppressed with -5 values on the public-use file.
P1INCOME	P1 C17 Household income in 2008-continuous form	Variable suppressed with -5 values on the public-use file.
P1SKIPG4	P1 D08E Ninth grader skipped 4th grade	Variable suppressed with -5 values on the public-use file.
P1SKIPG5	P1 D08F Ninth grader skipped 5th grade	Variable suppressed with -5 values on the public-use file.
P1SKIPG6	P1 D08G Ninth grader skipped 6th grade	Variable suppressed with -5 values on the public-use file.
P1SKIPG7	P1 D08H Ninth grader skipped 7th grade	Variable suppressed with -5 values on the public-use file.
P1EDUASPIRE	P1 F01 How far in school would like 9th grader to go	"Less than" and "Started" degrees combined with "Completed" degrees on the public-use file.
P1COSTIN	P1 F10 Cost of tuition and mandatory fees at public in-state 4-year college	Sparse values recoded to similar values on the public-use file.
P1COSTPRV	P1 F12 Cost of tuition and mandatory fees at private 4-year college	Variable suppressed with -5 values on the public-use file.
P1COSTOUT	P1 F14 Cost of tuition/fees at public out-of-state 4-year college	Variable suppressed with -5 values on the public-use file.
P1ESTIN	P1 F16 Estimate of tuition and mandatory fees at public in-state 4-year college	Sparse values recoded to similar values on the public-use file.
P1QHELP3	P1 G02C Respondent's friend helped respondent complete questionnaire	Variable suppressed with -5 values on the public-use file.
M1HISP	M1 A02 Math teacher is Hispanic/Latino/Latina	Variable suppressed with -5 values on the public-use file.
M1WHITE	M1 A03A Math teacher is White	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
M1BLACK	M1 A03B Math teacher is Black	Variable suppressed with -5 values on the public-use file.
M1ASIAN	M1 A03C Math teacher is Asian	Variable suppressed with -5 values on the public-use file.
M1PACISLE	M1 A03D Math teacher is Native Hawaiian/Pacific Islander	Variable suppressed with -5 values on the public-use file.
M1AMINDIAN	M1 A03E Math teacher is American Indian/Alaskan Native	Variable suppressed with -5 values on the public-use file.
M1HIDEG	M1 A04 Math teacher's highest degree earned	"Associate's degree" recoded as "bachelor's degree" on the public-use file.
M1HIDEGYR	M1 A05 Year math teacher earned highest degree	Years less than 1972 recoded as 1972 and years greater than 2009 recoded as 2009 on the public-use file.
M1HIDEGIPEDS	M1 A06B IPEDS ID of math teacher's highest degree institution	Variable suppressed with -5 values on the public-use file.
M1HIDEGST	M1 A06D State of math teacher's highest degree institution	Variable suppressed with -5 values on the public-use file.
M1HIDEGLEVEL	M1 A06E Level of math teacher's highest degree institution	Variable suppressed with -5 values on the public-use file.
M1HIMAJV	M1 A08A Math teacher's major for highest degree-verbatim	Variable suppressed with -5 values on the public-use file.
M1HIMAJ6	M1 A08C Math teacher's major for highest degree 6-digit CIP code	Variable suppressed with -5 values on the public-use file.
M1HIMAJ2	M1 A08B Math teacher's major for highest degree 2-digit CIP code	Majors with low counts set to uncodeable on the public-use file.
M1BAYR	M1 A09 Year math teacher earned bachelor's degree	Years less than 1968 recoded as 1968 and years greater than 2009 recoded as 2009 on the public-use file.
M1BAIPEDS	M1 A10B IPEDS ID of math teacher's BA/BS institution	Variable suppressed with -5 values on the public-use file.
M1BAST	M1 A10D State of math teacher's BA/BS institution	Variable suppressed with -5 values on the public-use file.
M1BALEVEL	M1 A10E Level of math teacher's BA/BS institution	Variable suppressed with -5 values on the public-use file.
M1BAMAJV	M1 A12A Math teacher's major for BA/BS-verbatim	Variable suppressed with -5 values on the public-use file.
M1BAMAJ6	M1 A12C Math teacher's major for BA/BS 6-digit CIP code	Variable suppressed with -5 values on the public-use file.
M1BAMAJ2	M1 A12B Math teacher's major for BA/BS 2-digit CIP code	Majors with low counts set to uncodeable on the public-use file.
M1STARTDEG	M1 A13 Math teacher has started but not completed more advanced degree	"Started but not completed BA degree" recoded as missing on the public-use file.
M1MTHYRS912	M1 A19 Years math teacher has taught high school math	Years more than 31 recoded as 31 on the public-use file.
M1TCHYRK8	M1 A20A Years math teacher has taught any subject to grade levels K-8	Years more than 16 recoded as 16 on the public-use file.
M1TCHYR912	M1 A20B Years math teacher has taught any subject to grade levels 9-12	Years more than 31 recoded as 31 on the public-use file.

Field Name	Field Label	Treatment
M1SCHYRS	M1 A21 Years math teacher has taught any subject/grade at current school	Years more than 26 recoded as 26 on the public-use file.
M1TEACHING	M1 B01A Math teachers in this school set high standards for teaching	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
M1LEARNING	M1 B01B Math teachers in the school set high standards for students’ learning	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
M1BELIEVE	M1 B01C Math teachers in this school believe all students can do well	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
M1CLEARGOALS	M1 B01D Math teachers in this school make goals clear to students	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
M1CARE	M1 B01F Math teachers in this school care only about smart students	“Strongly agree” recoded as “Strongly agree or agree” on the public-use file.
M1EXPECT	M1 B01G Math teachers in this school expect very little from students	“Strongly agree” recoded as “Strongly agree or agree” on the public-use file.
M1COURSE	M1 B02 Student’s fall 2009 math course - categorized	“Trigonometry” and “statistics or probability” recoded to “Other math” on the public-use file.
M1INTEREST	M1 B07A Math teacher’s emphasis on increasing students’ interest in math	“No emphasis” recoded as “No emphasis or minimal emphasis” on the public-use file.
M1CONCEPTS	M1 B07B Math teacher’s emphasis on teaching math concepts	“No emphasis” recoded as “No emphasis or minimal emphasis” on the public-use file.
M1PROBLEM	M1 B07E Math teacher’s emphasis on developing problem solving skills	“No emphasis” recoded as “No emphasis or minimal emphasis” on the public-use file.
M1REASON	M1 B07F Math teacher’s emphasis on reasoning mathematically	“No emphasis” recoded as “No emphasis or minimal emphasis” on the public-use file.
M1IDEAS	M1 B07G Math teacher’s emphasis on connecting math ideas	“No emphasis” recoded as “No emphasis or minimal emphasis” on the public-use file.
M1EFFECTIVE	M1 B10J Math teachers in dept are effective at teaching students in math	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
M1ENGCOMP	M1 D01A Comparison of females’ and males’ abilities in English or language arts	“Males are much better” recoded as “Males are somewhat to much better” on the public-use file.
M1SCICOMP	M1 D01C Comparison of females’ and males’ abilities in science	“Males are much better” recoded as “Males are somewhat to much better” on the public-use file.
M1TCHRABSENT	M1 D02D Teacher absenteeism is a problem at this school	“Serious problem” recoded as “Moderate to serious problem” on the public-use file.
M1REDIRECT	M1 D04F Knows techniques to redirect disruptive students quickly	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.

Field Name	Field Label	Treatment
M1TIMPROVE	M1 D06B Teachers at this school take responsibility for improving the school	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
M1TSETSTDS	M1 D06C Teachers at this school set high standards for themselves	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
M1TSELFDEV	M1 D06D Teachers at school feel responsible for developing student self-control	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
M1TALLLEARN	M1 D06F Teachers at this school feel responsible that all students learn	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
N1HISP	N1 A02 Science teacher is Hispanic/Latino/Latina	Variable suppressed with -5 values on the public-use file.
N1WHITE	N1 A03A Science teacher is White	Variable suppressed with -5 values on the public-use file.
N1BLACK	N1 A03B Science teacher is Black	Variable suppressed with -5 values on the public-use file.
N1ASIAN	N1 A03C Science teacher is Asian	Variable suppressed with -5 values on the public-use file.
N1PACISLE	N1 A03D Science teacher is Native Hawaiian/Pacific Islander	Variable suppressed with -5 values on the public-use file.
N1AMINDIAN	N1 A03E Science teacher is American Indian/Alaskan Native	Variable suppressed with -5 values on the public-use file.
N1HIDEG	N1 A04 Science teacher’s highest degree earned	“Associate’s degree” recoded with “bachelor’s degree” on the public-use file.
N1HIDEGYR	N1 A05 Year science teacher earned highest degree	Years before 1975 recoded as 1975 and years after 2009 recoded as 2009 on the public-use file.
N1HIDEGIPEDS	N1 A06B IPEDS ID of science teacher’s highest degree institution	Variable suppressed with -5 values on the public-use file.
N1HIDEGST	N1 A06D State of science teacher’s highest degree institution	Variable suppressed with -5 values on the public-use file.
N1HIDEGLEVEL	N1 A06E Level of science teacher’s highest degree institution	Variable suppressed with -5 values on the public-use file.
N1HIMAJV	N1 A08A Science teacher’s major for highest degree-verbatim	Variable suppressed with -5 values on the public-use file.
N1HIMAJ6	N1 A08C Science teacher’s major for highest degree 6-digit CIP code	Variable suppressed with -5 values on the public-use file.
N1HIMAJ2	N1 A08B Science teacher’s major for highest degree 2-digit CIP code	Majors with low counts set to uncodeable on the public-use file.
N1BAYR	N1 A09 Year science teacher earned bachelor’s degree	Years less than 1970 recoded as 1970 and years greater than 2009 recoded as 2009 on the public-use file.
N1BAIPEDS	N1 A10B IPEDS ID of science teacher’s BA/BS institution	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
N1BAST	N1 A10D State of science teacher's BA/BS institution	Variable suppressed with -5 values on the public-use file.
N1BALEVEL	N1 A10E Level of science teacher's BA/BS institution	Variable suppressed with -5 values on the public-use file.
N1BAMAJV	N1 A12A Science teacher's major for BA/BS-verbatim	Variable suppressed with -5 values on the public-use file.
N1BAMAJ6	N1 A12C Science teacher's major for BA/BS 6-digit CIP	Variable suppressed with -5 values on the public-use file.
N1BAMAJ2	N1 A12B Science teacher's major for BA/BS 2-digit CIP	Majors with low counts set to uncodeable on the public-use file.
N1STARTDEG	N1 A13 Science teacher has started but not completed more advanced degree	"Started but not completed BA degree" recoded as missing on the public-use file.
N1SCIYRS912	N1 A23 Years science teacher has taught high school science	Years more than 26 recoded as 26 on the public-use file.
N1TCHYRK8	N1 A24A Years science teacher has taught any subject to grade levels K-8	Years more than 11 recoded as 11 on the public-use file.
N1TCHYR912	N1 A24B Years science teacher has taught any subject to grade levels 9-12	Years more than 26 recoded as 26 on the public-use file.
N1SCHYRS	N1 A25 Years science teacher has taught any subject/grade at current school	Years more than 21 recoded as 21 on the public-use file.
N1TEACHING	N1 C01A Science teachers in this school set high standards for teaching	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
N1LEARNING	N1 C01B Science teachers in the school set high standards for students' learning	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
N1BELIEVE	N1 C01C Science teachers in this school believe all students can do well	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
N1CLEARGOALS	N1 C01D Science teachers in this school make goals clear to students	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
N1WORKHARD	N1 C01H Science teachers in the school work hard to make sure all students learn	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
N1COURSE	N1 C02 Student's fall 2009 science course - categorized	Sparse values recoded to "Other science" on the public-use file.
N1INTEREST	N1 C07A Science teacher's emphasis on increasing students' interest in science	"No emphasis" recoded as "No emphasis or minimal emphasis" on the public-use file.
N1CONCEPTS	N1 C07B Science teacher's emphasis on teaching basic science concepts	"No emphasis" recoded as "No emphasis or minimal emphasis" on the public-use file.
N1TERMS	N1 C07C Science teacher's emphasis on important science terms/facts	"No emphasis" recoded as "No emphasis or minimal emphasis" on the public-use file.

Field Name	Field Label	Treatment
N1SKILLS	N1 C07D Science teacher's emphasis on science process/inquiry skills	"No emphasis" recoded as "No emphasis or minimal emphasis" on the public-use file.
N1PREPARE	N1 C07E Science teacher's emphasis on preparation for further science study	"No emphasis" recoded as "No emphasis or minimal emphasis" on the public-use file.
N1IDEAS	N1 C07G Science teacher's emphasis on effectively communicating science ideas	"No emphasis" recoded as "No emphasis or minimal emphasis" on the public-use file.
N1SOCIETY	N1 C07I Science teacher's emphasis on relationship between science/tech/society	"No emphasis" recoded as "No emphasis or minimal emphasis" on the public-use file.
N1EFFECTIVE	N1 C09J Science teachers in dept are effective at teaching students in science	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
N1ENGCOMP	N1 D01A Comparison of females' and males' abilities in English or language arts	"Males are much better" recoded as "Males are somewhat to much better" on the public-use file.
N1SCICOMP	N1 D01C Comparison of females' and males' abilities in science	"Males are much better" recoded as "Males are somewhat to much better" on the public-use file.
N1TCHRABSENT	N1 D02D Teacher absenteeism is a problem at this school	"Serious problem" recoded as "Moderate to serious problem" on the public-use file.
N1RETAIN	N1 D04E Knows how to increase student retention of info from lesson to lesson	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
N1REDIRECT	N1 D04F Knows techniques to redirect disruptive students quickly	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
N1TIMPROVE	N1 D06B Teachers at this school take responsibility for improving the school	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
N1TSETSTDS	N1 D06C Teachers at this school set high standards for themselves	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
N1TSELFDEV	N1 D06D Teachers at school feel responsible for developing student self-control	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
N1THELPBEST	N1 D06E Teachers at school feel responsible for helping each other do their best	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
N1TALLLEARN	N1 D06F Teachers at this school feel responsible that all students learn	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
A1GRADEPREK	A1 A01A School includes pre-kindergarten	Variable suppressed with -5 values on the public-use file.
A1GRADEK	A1 A01B School includes kindergarten	Variable suppressed with -5 values on the public-use file.
A1GRADE1	A1 A01C School includes 1st grade	Variable suppressed with -5 values on the public-use file.
A1GRADE2	A1 A01D School includes 2nd grade	Variable suppressed with -5 values on the public-use file.
A1GRADE3	A1 A01E School includes 3rd grade	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
A1GRADE4	A1 A01F School includes 4th grade	Variable suppressed with -5 values on the public-use file.
A1GRADE5	A1 A01G School includes 5th grade	Variable suppressed with -5 values on the public-use file.
A1GRADE6	A1 A01H School includes 6th grade	Variable suppressed with -5 values on the public-use file.
A1GRADE7	A1 A01I School includes 7th grade	Variable suppressed with -5 values on the public-use file.
A1GRADE8	A1 A01J School includes 8th grade	Variable suppressed with -5 values on the public-use file.
A1GRADE9	A1 A01K School includes 9th grade	Variable suppressed with -5 values on the public-use file.
A1GRADE10	A1 A01L School includes 10th grade	Variable suppressed with -5 values on the public-use file.
A1GRADE11	A1 A01M School includes 11th grade	Variable suppressed with -5 values on the public-use file.
A1GRADE12	A1 A01N School includes 12th grade	Variable suppressed with -5 values on the public-use file.
A1GRADE13	A1 A01O School includes grades above 12th	Variable suppressed with -5 values on the public-use file.
A1UNGRADED	A1 A01P School includes ungraded level(s)	Variable suppressed with -5 values on the public-use file.
A1RELIGIOUS	A1 A03 Whether school has a religious orientation or purpose	Variable suppressed with -5 values on the public-use file.
A1RELIGTYPE	A1 A04 School's religious orientation	Variable suppressed with -5 values on the public-use file.
A1SINGLESEX	A1 A05 Whether school is a single-sex school	Variable suppressed with -5 values on the public-use file.
A1SCHTYPE	A1 A06 School type	Variable suppressed with -5 values on the public-use file.
A1SCHSPFOCUS	A1 A07 Whether school's special focus is math or science	Variable suppressed with -5 values on the public-use file.
A1CHOICEPROG	A1 A08 School participates in public school choice program	Variable suppressed with -5 values on the public-use file.
A1CHOICEIN	A1 A09A School's students can enroll in another school within district	Variable suppressed with -5 values on the public-use file.
A1CHOICEOUT	A1 A09B School's students can enroll in a school in another district at no cost	Variable suppressed with -5 values on the public-use file.
A1CHOICESCH	A1 A09C Students from other districts can enroll in school at no tuition cost	Variable suppressed with -5 values on the public-use file.
A1CHOICEPRIV	A1 A09D School's students can enroll in private school using state/district fund	Variable suppressed with -5 values on the public-use file.
A1CHOICEOTHR	A1 A09E School participates in another public school choice program	Variable suppressed with -5 values on the public-use file.
A1YRROUND	A1 A10 Whether school is a year-round school	Variable suppressed with -5 values on the public-use file.
A1CALENDAR	A1 A11 Academic calendar type	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
A1SCHEDULE	A1 A12 Course schedule type	Variable suppressed with -5 values on the public-use file.
A1TRADMINS	A1 A13 Length of traditional schedule courses	Variable suppressed with -5 values on the public-use file.
A1ACADBLOCK	A1 A14A Whether academic courses are block scheduled	Variable suppressed with -5 values on the public-use file.
A1VOCBLOCK	A1 A14B Whether vocational/technical courses are block scheduled	Variable suppressed with -5 values on the public-use file.
A1OTHRBLOCK	A1 A14C Whether other courses are block scheduled	Variable suppressed with -5 values on the public-use file.
A1ABLOCKMINS	A1 A15 Length of block-scheduled academic courses	Variable suppressed with -5 values on the public-use file.
A1VBLOCKMINS	A1 A16 Length of block-scheduled vocational/technical courses	Variable suppressed with -5 values on the public-use file.
A1OBLOCKMINS	A1 A17 Length of other block-scheduled courses	Variable suppressed with -5 values on the public-use file.
A1CLASSHRS	A1 A18 Average instruction hours per day	Variable suppressed with -5 values on the public-use file.
A1ADA	A1 A19 Average daily attendance percentage for high school students	Variable suppressed with -5 values on the public-use file.
A1TRANSFRALT	A1 A21 % of 08-09 students transferred out to an alternative program/school	Variable suppressed with -5 values on the public-use file.
A1AYP	A1 A22 School is currently in need of improvement due to AYP requirements	Variable suppressed with -5 values on the public-use file.
A1AYPYR	A1 A23 Year of AYP improvement as of 09-10 school year	Variable suppressed with -5 values on the public-use file.
A1MADEAYP	A1 A24 Whether school made AYP at the end of the 2008-2009 school year	Variable suppressed with -5 values on the public-use file.
A1MESA	A1 A25H Partners with MESA or a similar enrichment-model program	Variable suppressed with -5 values on the public-use file.
A1G9TUTOR	A1 A26H Offers tutoring to assist struggling 9th graders	Variable suppressed with -5 values on the public-use file.
A1G9NOPROG	A1 A26J School has no programs to assist struggling 9th graders	Variable suppressed with -5 values on the public-use file.
A1CAPACITY	A1 B01 Percent capacity to which school is filled	Variable suppressed with -5 values on the public-use file.
A1OFFERALT	A1 B02A Alternative program offered on-site	Variable suppressed with -5 values on the public-use file.
A1OFFERAP	A1 B02C College Board Advanced Placement (AP) courses offered on-site	Variable suppressed with -5 values on the public-use file.
A1FREELUNCH	A1 B03A % of student body receiving free or reduced-price lunch	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
A1ELL	A1 B03B % of student body who are English language learners	Variable suppressed with -5 values on the public-use file.
A1SPECIALED	A1 B03C % of student body receiving Special Education services for disabilities	Variable suppressed with -5 values on the public-use file.
A1ALTPROG	A1 B03D % of student body enrolled in an alternative program	Variable suppressed with -5 values on the public-use file.
A1DROPOUTPRV	A1 B03E % of student body enrolled in a dropout prevention program	Variable suppressed with -5 values on the public-use file.
A1AP	A1 B03F % of student body enrolled in Advanced Placement courses	Variable suppressed with -5 values on the public-use file.
A1HISPSTU	A1 B04A % of student body of Hispanic/Latino/Latina origin	Variable suppressed with -5 values on the public-use file.
A1WHITESTU	A1 B04B % of student body that is White	Variable suppressed with -5 values on the public-use file.
A1BLACKSTU	A1 B04C % of student body that is Black or African American	Variable suppressed with -5 values on the public-use file.
A1ASIANPISTU	A1 B04D % of student body that is Asian or Pacific Islander	Variable suppressed with -5 values on the public-use file.
A1AMINDIANST	A1 B04E % of student body that is American Indian or Alaska Native	Variable suppressed with -5 values on the public-use file.
A1REPEATG9	A1 B05 % of the 2009-2010 9th-grade class that is repeating 9th grade	Variable suppressed with -5 values on the public-use file.
A1RETURN09	A1 B06 % of 9th graders enrolled in this school Sept 2008 returned Sept 2009	Variable suppressed with -5 values on the public-use file.
A14YRDEGREE	A1 B07A % of 08-09 seniors who went to 4-year bachelor's-granting institution	Variable suppressed with -5 values on the public-use file.
A12YRDEGREE	A1 B07B % of 08-09 seniors who went to associates-granting/technical institution	Variable suppressed with -5 values on the public-use file.
A1WORK	A1 B07C % of 08-09 seniors who entered the workforce	Variable suppressed with -5 values on the public-use file.
A1MILITARY	A1 B07D % of 08-09 seniors who joined military	Variable suppressed with -5 values on the public-use file.
A1DIDOTHER	A1 B07E % of 08-09 seniors who did something else	Variable suppressed with -5 values on the public-use file.
A1FTTCHRS	A1 C01A Total number of full-time teachers	Variable suppressed with -5 values on the public-use file.
A1PTTCHRS	A1 C01B Total number of part-time teachers	Variable suppressed with -5 values on the public-use file.
A1FTMTCHRS	A1 C02A Number of full-time high school math teachers	Variable suppressed with -5 values on the public-use file.
A1PTMTCHRS	A1 C02B Number of part-time high school math teachers	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
A1FTSTCHRS	A1 C02C Number of full-time high school science teachers	Variable suppressed with -5 values on the public-use file.
A1PSCTCHRS	A1 C02D Number of part-time high school science teachers	Variable suppressed with -5 values on the public-use file.
A1FTOTHTCHRS	A1 C02E Number of full-time high school teachers of all other subject areas	Variable suppressed with -5 values on the public-use file.
A1PTOTHTCHRS	A1 C02F Number of part-time high school teachers of all other subject areas	Variable suppressed with -5 values on the public-use file.
A1CERTFTMTCH	A1 C03A Number of certified full-time high school math teachers	Variable suppressed with -5 values on the public-use file.
A1CERTPTMTCH	A1 C03B Number of certified part-time high school math teachers	Variable suppressed with -5 values on the public-use file.
A1CERTFTSTCH	A1 C03C Number of certified full-time high school science teachers	Variable suppressed with -5 values on the public-use file.
A1CERTPTSTCH	A1 C03D Number of certified part-time high school science teachers	Variable suppressed with -5 values on the public-use file.
A1MSRECRUIT	A1 C04 Whether recruited/interviewed HS math/science teachers for 2008-2009	Variable suppressed with -5 values on the public-use file.
A1FILLMTH	A1 C05 Ease of filling high school mathematics teaching vacancies	“Could not fill math department” recoded with “Very difficult” on the public-use file.
A1FILLSCI	A1 C06 Ease of filling high school science teaching vacancies	“Could not fill science department” recoded with “Very difficult” on the public-use file.
A1MINCENTIVE	A1 C07 School/district offers incentives to attract FT HS math teachers	Variable suppressed with -5 values on the public-use file.
A1SINCENTIVE	A1 C08 School/district offers incentives to attract FT HS science teachers	Variable suppressed with -5 values on the public-use file.
A1MTNORETURN	A1 C09 # of 2008-2009 full-time math teachers who did not return in 2009-2010	Variable suppressed with -5 values on the public-use file.
A1STNORETURN	A1 C10 # of 2008-2009 full-time science teachers who did not return in 2009-2010	Variable suppressed with -5 values on the public-use file.
A1ABSENTTCHR	A1 C11 % of high school’s teachers absent on an average day	Variable suppressed with -5 values on the public-use file.
A1ONPREALG	A1 D01A School offers pre-algebra on-site	Variable suppressed with -5 values on the public-use file.
A1ONRMTH	A1 D01B School offers review or remedial math on-site	Variable suppressed with -5 values on the public-use file.
A1ONINTMTH1	A1 D01C School offers integrated math I on-site	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
A1ONINTMTH2	A1 D01D School offers integrated math II or above on-site	Variable suppressed with -5 values on the public-use file.
A1ONALGP1P2	A1 D01E School offers algebra I, part 1 and part 2 on-site	Variable suppressed with -5 values on the public-use file.
A1ONALG1	A1 D01F School offers algebra I on-site	Variable suppressed with -5 values on the public-use file.
A1ONALG2	A1 D01G School offers algebra II on-site	Variable suppressed with -5 values on the public-use file.
A1ONGEOM	A1 D01H School offers geometry on-site	Variable suppressed with -5 values on the public-use file.
A1ONTRIG	A1 D01I School offers trigonometry on-site	Variable suppressed with -5 values on the public-use file.
A1ONALG3	A1 D01J School offers algebra III on-site	Variable suppressed with -5 values on the public-use file.
A1ONANGEOM	A1 D01K School offers analytic geometry on-site	Variable suppressed with -5 values on the public-use file.
A1ONCLC	A1 D01L School offers calculus on-site	Variable suppressed with -5 values on the public-use file.
A1ONCLCAPAB	A1 D01M School offers calculus AP (AB) on-site	Variable suppressed with -5 values on the public-use file.
A1ONCLCAPBC	A1 D01N School offers calculus AP (BC) on-site	Variable suppressed with -5 values on the public-use file.
A1ONCLCAPIB	A1 D01O School offers calculus IB on-site	Variable suppressed with -5 values on the public-use file.
A1ONCMPSCI	A1 D01P School offers computer science on-site	Variable suppressed with -5 values on the public-use file.
A1ONCMPSCIA	A1 D01Q School offers computer science AP (A) on-site	Variable suppressed with -5 values on the public-use file.
A1ONCMPSCIB	A1 D01R School offers computer science AP (AB) on-site	Variable suppressed with -5 values on the public-use file.
A1ONSTATS	A1 D01S School offers statistics or probability on-site	Variable suppressed with -5 values on the public-use file.
A1ONSTATSAP	A1 D01T School offers statistics AP on-site	Variable suppressed with -5 values on the public-use file.
A1OFFPREALG	A1 D02A School offers pre-algebra through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFRMTH	A1 D02B School offers review or remedial math through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFINTMTH1	A1 D02C School offers integrated math I through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFINTMTH2	A1 D02D School offers integrated math II or above through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFALGP1P2	A1 D02E School offers algebra I, part 1 and part 2 through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFALG1	A1 D02F School offers algebra I through some other means	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
A1OFFALG2	A1 D02G School offers algebra II through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFGEOM	A1 D02H School offers geometry through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFTRIG	A1 D02J School offers trigonometry through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFALG3	A1 D02K School offers algebra III through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFANGEOM	A1 D02L School offers analytic geometry through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFCLC	A1 D02M School offers calculus through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFCLCAPAB	A1 D02N School offers calculus AP (AB) through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFCLCAPBC	A1 D02O School offers calculus AP (BC) through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFCMPSCI	A1 D02Q School offers computer science through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFCLCAPIB	A1 D02P School offers calculus IB through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFMPSCIA	A1 D02R School offers computer science AP (A) through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFCMPSCIB	A1 D02S School offers computer science AP (AB) through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFSTATS	A1 D02T School offers statistics or probability through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFSTATSAP	A1 D02U School offers statistics AP through some other means	Variable suppressed with -5 values on the public-use file.
A1NOMTHO	A1 D02V School doesn't offer any of these math courses through other means	Variable suppressed with -5 values on the public-use file.
A1ONGENSCI	A1 D03A School offers general science on-site	Variable suppressed with -5 values on the public-use file.
A1ONPHYSCI	A1 D03B School offers physical science on-site	Variable suppressed with -5 values on the public-use file.
A1ONERTHSCI	A1 D03C School offers Earth science on-site	Variable suppressed with -5 values on the public-use file.
A1ONENVSCI	A1 D03D School offers environmental science on-site	Variable suppressed with -5 values on the public-use file.
A1ONTECH	A1 D03E School offers principles of technology on-site	Variable suppressed with -5 values on the public-use file.
A1ONBIO1	A1 D03F School offers biology I on-site	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
A1ONLIFESCI	A1 D03G School offers life science on-site	Variable suppressed with -5 values on the public-use file.
A1ONCHEM1	A1 D03H School offers chemistry I on-site	Variable suppressed with -5 values on the public-use file.
A1ONPHYS1	A1 D03I School offers physics I on-site	Variable suppressed with -5 values on the public-use file.
A1ONINTGSCI1	A1 D03J School offers integrated science I on-site	Variable suppressed with -5 values on the public-use file.
A1ONINTGSCI2	A1 D03K School offers integrated science II or above on-site	Variable suppressed with -5 values on the public-use file.
A1ONANATOMY	A1 D03L School offers anatomy or physiology on-site	Variable suppressed with -5 values on the public-use file.
A1ONENVAP	A1 D03M School offers environmental science AP on-site	Variable suppressed with -5 values on the public-use file.
A1ONADVBIO	A1 D03N School offers advanced biology, biology II, AP, or IB on-site	Variable suppressed with -5 values on the public-use file.
A1ONADVCHEM	A1 D03O School offers advanced chemistry, chemistry II, AP, or IB on-site	Variable suppressed with -5 values on the public-use file.
A1ONADVPHYS	A1 D03P School offers advanced physics, physics II, AP, or IB on-site	Variable suppressed with -5 values on the public-use file.
A1ONOTHBIO	A1 D03Q School offers an other biological science on-site	Variable suppressed with -5 values on the public-use file.
A1ONOTHPSCI	A1 D03R School offers an other physical science on-site	Variable suppressed with -5 values on the public-use file.
A1ONOTHESCI	A1 D03S School offers an other earth or environmental sciences on-site	Variable suppressed with -5 values on the public-use file.
A1OFFGENSCI	A1 D04A School offers general science through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFPHYSCI	A1 D04B School offers physical science through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFERTHSCI	A1 D04C School offers Earth science through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFTECH	A1 D04D School offers principles of technology through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFBIO1	A1 D04E School offers biology I through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFLSCI	A1 D04F School offers life science through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFCHEM1	A1 D04G School offers chemistry I through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFPHYS1	A1 D04H School offers physics I through some other means	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
A1OFFINTSCI1	A1 D04I School offers integrated science I through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFINTSCI2	A1 D04J School offers integrated science II or above through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFENVSCI	A1 D04K School offers environmental science through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFANATOMY	A1 D04L School offers anatomy or physiology through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFENVAP	A1 D04M School offers environmental science AP through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFADVBIO	A1 D04N School offers advanced biology/bio II/AP/IB through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFADVCHEM	A1 D04O School offers advanced chemistry/chem II/AP/IB thru some other means	Variable suppressed with -5 values on the public-use file.
A1OFFADVPHYS	A1 D04P School offers advanced physics/phys II/AP/IB through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFOTHPSCI	A1 D04Q School offers an other physical science through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFOTHBIO	A1 D04R School offers an other biological science through some other means	Variable suppressed with -5 values on the public-use file.
A1OFFOTHESCI	A1 D04S School offers an other earth or envir science through some other means	Variable suppressed with -5 values on the public-use file.
A1NOSCIO	A1 D04T School doesn't offer any of these science courses through other means	Variable suppressed with -5 values on the public-use file.
A1IB	A1 D05 School offers an International Baccalaureate (IB) program	Variable suppressed with -5 values on the public-use file.
A1MTHREQS	A1 D06 School requires completion of specific math course(s) for graduation	Variable suppressed with -5 values on the public-use file.
A1MTHSTREQ	A1 D07 Describe how math course(s) required for grad compare with state's reqs	Variable suppressed with -5 values on the public-use file.
A1SCIREQS	A1 D08 School requires completion of specific sci course(s) for graduation	Variable suppressed with -5 values on the public-use file.
A1SCISTREQ	A1 D09 Describe how science course(s) required for grad compare with state's req	Variable suppressed with -5 values on the public-use file.
A1SEX	A1 E01 Principal's sex	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
A1HISP	A1 E02A Principal is of Hispanic/Latino/Latina origin	Variable suppressed with -5 values on the public-use file.
A1WHITE	A1 E02B Principal is White	Variable suppressed with -5 values on the public-use file.
A1BLACK	A1 E02C Principal is Black or African American	Variable suppressed with -5 values on the public-use file.
A1ASIAN	A1 E02D Principal is Asian	Variable suppressed with -5 values on the public-use file.
A1PACISLE	A1 E02E Principal is Native Hawaiian/Pacific Islander	Variable suppressed with -5 values on the public-use file.
A1AMINDIAN	A1 E02F Principal is American Indian/Alaska Native	Variable suppressed with -5 values on the public-use file.
A1HIDEG	A1 E03 Principal's highest degree earned	Variable suppressed with -5 values on the public-use file.
A1HIMAJV	A1 E04A Principal's major for highest level of education-verbatim	Variable suppressed with -5 values on the public-use file.
A1HIMAJ6	A1 E04C Principal's major for highest level of education 6-digit CIP code	Variable suppressed with -5 values on the public-use file.
A1HIMAJ2	A1 E04B Principal's major for highest level of education 2-digit CIP code	Variable suppressed with -5 values on the public-use file.
A1BAMAJV	A1 E05A Principal's major for bachelor's degree-verbatim	Variable suppressed with -5 values on the public-use file.
A1BAMAJ6	A1 E05C Principal's major for bachelor's degree 6-digit CIP code	Variable suppressed with -5 values on the public-use file.
A1BAMAJ2	A1 E05B Principal's major for bachelor's degree 2-digit CIP code	Variable suppressed with -5 values on the public-use file.
A1STARTDEG	A1 E06 Principal has started but not completed more advanced degree	Variable suppressed with -5 values on the public-use file.
A1MANAGEMENT	A1 E07 Prior management experience outside of the field of education	Variable suppressed with -5 values on the public-use file.
A1ALTPREP	A1 E08 Whether became a principal through alternative prep program	Variable suppressed with -5 values on the public-use file.
A1CERTIFIED	A1 E09 Principal is certified as a principal in this state	Variable suppressed with -5 values on the public-use file.
A1YRSADMIN	A1 E10 Years served as principal of any school	Recoded 13 and 15 as 14, 16 and 18 as 17, and greater than 19 as 19 on the public-use file.
A1YRSHSLSSCH	A1 E11 Years served as principal of this school	Variable suppressed with -5 values on the public-use file.
A1TEACHING	A1 E12 Principal is currently teaching in this school	Variable suppressed with -5 values on the public-use file.
A1YRSMSTCHR	A1 E13A Principal's years of middle school teaching experience	Variable suppressed with -5 values on the public-use file.
A1YRSHSTCHR	A1 E13B Principal's years of secondary teaching experience	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
A1MSSUBJECT	A1 E14 Main subject principal taught at middle school level	Variable suppressed with -5 values on the public-use file.
A1HSSUBJECT	A1 E15 Main subject principal taught at high school level	Variable suppressed with -5 values on the public-use file.
A1HRDISCIPLN	A1 E16D Hours/week spent on student discipline/attendance	Variable suppressed with -5 values on the public-use file.
A1STUABSENT	A1 E17B Student absenteeism is a problem at this school	Variable suppressed with -5 values on the public-use file.
A1CUT	A1 E17C Student class cutting is a problem at this school	Variable suppressed with -5 values on the public-use file.
A1TCHRABSENT	A1 E17D Teacher absenteeism is a problem at this school	“Serious problem” recoded as “Moderate to serious problem” on the public-use file.
A1DROPOUT	A1 E17E Students dropping out is a problem at this school	Variable suppressed with -5 values on the public-use file.
A1HEALTH	A1 E17I Poor student health is a problem at this school	“Serious problem” recoded as “Moderate to serious problem” on the public-use file.
A1CONFLICT	A1 E18A Frequency of physical conflicts among students at this school	Variable suppressed with -5 values on the public-use file.
A1ROBBERY	A1 E18B Frequency of robbery or theft at this school	Variable suppressed with -5 values on the public-use file.
A1VANDALISM	A1 E18C Frequency of vandalism at this school	Variable suppressed with -5 values on the public-use file.
A1DRUGUSE	A1 E18D Frequency of student illegal drug use at this school	Variable suppressed with -5 values on the public-use file.
A1ALCOHOL	A1 E18E Frequency of students use of alcohol while at school	Variable suppressed with -5 values on the public-use file.
A1DRUGSALE	A1 E18F Frequency of drug sales on the way to/from school or on school grounds	Variable suppressed with -5 values on the public-use file.
A1WEAPONS	A1 E18G Frequency of student possession of weapons at this school	Variable suppressed with -5 values on the public-use file.
A1PHYSABUSE	A1 E18H Frequency of physical abuse of teachers at this school	Variable suppressed with -5 values on the public-use file.
A1TENSION	A1 E18I Frequency of student racial tensions at this school	Variable suppressed with -5 values on the public-use file.
A1BULLY	A1 E18J Frequency of student bullying at this school	Variable suppressed with -5 values on the public-use file.
A1VERBAL	A1 E18K Frequency of student verbal abuse of teachers at this school	Variable suppressed with -5 values on the public-use file.
A1MISBEHAVE	A1 E18L Frequency of student in-class misbehavior at this school	Variable suppressed with -5 values on the public-use file.
A1DISRESPECT	A1 E18M Frequency of student acts of disrespect for teachers at this school	Variable suppressed with -5 values on the public-use file.
A1GANG	A1 E18N Frequency of student gang activities at this school	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
C1FTCNSL	C1 A01A Number of full-time high school counselors	Variable suppressed with -5 values on the public-use file.
C1PTCNSL	C1 A01B Number of part-time high school counselors	Variable suppressed with -5 values on the public-use file.
C1FTCERTCNSL	C1 A02A Number of certified full-time high school counselors	Variable suppressed with -5 values on the public-use file.
C1PTCERTCNSL	C1 A02B Number of certified part-time high school counselors	Variable suppressed with -5 values on the public-use file.
C1HRSJOBSKLL	C1 A05E % hours counseling staff spent on job placement/job skill development	More than 50% recoded as More than 20% on the public-use file.
C1HRSNONCNSL	C1 A05H % hours counseling staff spent on non-counseling activities	More than 50% recoded as More than 20% on the public-use file.
C1DISCIPLINE	C1 A09 Who (besides teacher) primarily deals with discipline problems	Variable suppressed with -5 values on the public-use file.
C1G9LOWEST	C1 A10 Whether school includes 8th grade	Variable suppressed with -5 values on the public-use file.
C1TRANNONE	C1 A12L School offers no assistance to students transitioning from MS to HS	Variable suppressed with -5 values on the public-use file.
C1STAFFENRCH	C1 B16B School staff work with teachers to provide enrichment to students	Variable suppressed with -5 values on the public-use file.
C1ENRICHMENT	C1 B16D School supports high school students with enrichment experiences	Variable suppressed with -5 values on the public-use file.
C1APCOURSE	C1 B16E School supports high school students with AP/college/university courses	Variable suppressed with -5 values on the public-use file.
C1NOSUPPORT	C1 B16I School has no programs to support high school students	Variable suppressed with -5 values on the public-use file.
C1GETAHEAD	C1 B17 School offers summer enrichment courses that allow students to get ahead	Variable suppressed with -5 values on the public-use file.
C1STRUGGLE	C1 B18A School offers summer enrichment courses to struggling students	Variable suppressed with -5 values on the public-use file.
C1AVERAGE	C1 B18B School offers summer enrichment courses to average students	Variable suppressed with -5 values on the public-use file.
C1HIGH	C1 B18C School offers summer enrichment courses to high achieving students	Variable suppressed with -5 values on the public-use file.
C1TUTOR	C1 B19A Tutoring during school day is available for students needing extra help	Variable suppressed with -5 values on the public-use file.
C1NOASSIST	C1 B19H School doesn’t have any programs for students who need extra assistance	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
C1INDEPSTUDY	C1 B21A Courses not offered by school available through independent study	Variable suppressed with -5 values on the public-use file.
C1TECH	C1 B21D Courses not offered by school available at career/technical school	Variable suppressed with -5 values on the public-use file.
C1MRETAKE	C1 B23A If fails math competency test may/must retake the test	Variable suppressed with -5 values on the public-use file.
C1MREMEDL	C1 B23B If fails math competency test may/must take remedial class	Variable suppressed with -5 values on the public-use file.
C1MREPEAT	C1 B23C If fails math competency test may/must repeat class	Variable suppressed with -5 values on the public-use file.
C1MTSTPREP	C1 B23D If fails math competency test may/must take test preparation class	Variable suppressed with -5 values on the public-use file.
C1MTUTOR	C1 B23E If fails math competency test may/must receive tutoring	Variable suppressed with -5 values on the public-use file.
C1MINDPRG	C1 B23F If fails math competency test may/must have individualized program	Variable suppressed with -5 values on the public-use file.
C1MSUMSCH	C1 B23G If fails math competency test may/must attend summer school	Variable suppressed with -5 values on the public-use file.
C1MALTSCH	C1 B23H If fails math competency test may/must be referred to alternative school	Variable suppressed with -5 values on the public-use file.
C1UPBOUND	C1 B28D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA	Variable suppressed with -5 values on the public-use file.
C1DUALENROLL	C1 B28G School provides opportunities for dual/concurrent enrollment	Variable suppressed with -5 values on the public-use file.
C1BEHAVIOR	C1 B28H School offers counseling curriculum for positive academic behaviors	Variable suppressed with -5 values on the public-use file.
C1NOSTEPS	C1 B28J School does not take any steps to assist with HS to college transition	Variable suppressed with -5 values on the public-use file.
C1CTE	C1 B29 CTE or vocational-technical program offered	Variable suppressed with -5 values on the public-use file.
C1DECISION	C1 B32F School offers courses in career decision making	Variable suppressed with -5 values on the public-use file.
C1VOCTECH	C1 B32K School offers vocational-technical courses not part of formal program	Variable suppressed with -5 values on the public-use file.
C1JOBSIM	C1 B32N School offers simulations such as Singer or SRA Job experience kits	Variable suppressed with -5 values on the public-use file.

Field Name	Field Label	Treatment
C1JOBSKILLS	C1 B32P School offers training in job seeking skills	Variable suppressed with -5 values on the public-use file.
C1G9MMSCOURS	C1 C02D Importance of courses taken in MS for 9th grade math placement	“Not at all important” recoded as “Not at all important or a little important” on the public-use file.
C1G9MMSACHV	C1 C02E Importance of achievement in MS courses for 9th grade math placement	“Not at all important” recoded as “Not at all important or a little important” on the public-use file.
C1UPMGRADES	C1 C04A Importance of prior grades for 10th to 12th grade math placement	“Not at all important” and “A little important” recoded as “Not at all important, a little important, or somewhat important” on the public-use file.
C1UPSGRADES	C1 C08A Importance of prior grades for 10th to 12th grade science placement	“Not at all important” recoded as “Not at all important or a little important” on the public-use file.
C1UPSSELECT	C1 C08D Importance of student/parent choice for 10-12th grade science placement	“Not at all important” recoded as “Not at all important or a little important” on the public-use file.
C1TTEACHING	C1 D01A Teachers in this school set high standards for teaching	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
C1TLEARNING	C1 D01B Teachers in this school set high standards for students’ learning	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
C1TCARE	C1 D01E Teachers in this school care only about smart students	“Strongly agree” recoded as “Strongly agree or agree” on the public-use file.
C1CLEARNING	C1 D02A Counselors in this school set high standards for students’ learning	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
C1CBELIEVE	C1 D02B Counselors in this school believe all students can do well	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
C1CGIVEUP	C1 D02C Counselors in this school have given up on some students	“Strongly agree” recoded as “Strongly agree or agree” on the public-use file.
C1CCARE	C1 D02D Counselors in this school care only about smart students	“Strongly agree” recoded as “Strongly agree or agree” on the public-use file.
C1CEXPECT	C1 D02E Counselors in this school expect very little from students	“Strongly agree” recoded as “Strongly agree or agree” on the public-use file.
C1CWORKHARD	C1 D02F Counselors in this school work hard to make sure all students learn	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
C1PLEARNING	C1 D03A Principal in this school sets high standards for students’ learning	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.
C1PBELIEVE	C1 D03B Principal in this school believes all students can do well	“Strongly disagree” recoded as “Disagree or strongly disagree” on the public-use file.

Field Name	Field Label	Treatment
C1PCARE	C1 D03D Principal in this school cares only about smart students	"Strongly agree" recoded as "Strongly agree or agree" on the public-use file.
C1PEXPECT	C1 D03E Principal in this school expects very little from students	"Strongly agree" recoded as "Strongly agree or agree" on the public-use file.
C1PWORKHARD	C1 D03F Principal in this school works hard to make sure all students learn	"Strongly disagree" recoded as "Disagree or strongly disagree" on the public-use file.
C1YRSK12	C1 D04A Years as a school counselor for any grade K-12	Variable suppressed with -5 values on the public-use file.
C1YRS912	C1 D04B Years as a school counselor for grades 9-12	Variable suppressed with -5 values on the public-use file.
C1HIDEG	C1 D05 Counselor's highest degree earned	Variable suppressed with -5 values on the public-use file.
C1HIMAJV	C1 D06A Counselor's major for highest level of education-verbatim	Variable suppressed with -5 values on the public-use file.
C1HIMAJ6	C1 D06C Counselor's major for highest level of education 6-digit CIP code	Variable suppressed with -5 values on the public-use file.
C1HIMAJ2	C1 D06B Counselor's major for highest level of education 2-digit CIP code	Variable suppressed with -5 values on the public-use file.
C1BAMAJV	C1 D07A Counselor's major for bachelor's degree-verbatim	Variable suppressed with -5 values on the public-use file.
C1BAMAJ6	C1 D07C Counselor's major for bachelor's degree 6-digit CIP code	Variable suppressed with -5 values on the public-use file.
C1BAMAJ2	C1 D07B Counselor's major for bachelor's degree 2-digit CIP code	Variable suppressed with -5 values on the public-use file.
C1INCDEG	C1 D08 Counselor has started but not completed more advanced degree	Variable suppressed with -5 values on the public-use file.
C1ENTRY	C1 D09 How counselor entered the school counseling profession	Variable suppressed with -5 values on the public-use file.
X1NATIVEL_IM	X1 Imputation flag for X1NATIVELANG	Variable suppressed with -5 values on the public-use file.
STRAT_ID	Stratum	Variable suppressed with -5 values on the public-use file.
PSU	Primary sampling unit	Variable suppressed with -5 values on the public-use file.

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

File #	Field name	Field label	Section description
1	Stu_ID	Student ID	Student Level Composites
1	Sch_ID	School ID	Student Level Composites
1	X1NCESID	X1 School identification number from CCD or PSS	Student Level Composites
1	W1STUDENT	W1 Base year student analytic weight	Student Level Composites
1	W1PARENT	W1 Base year student home analytic weight	Student Level Composites
1	W1MATHTCH	W1 Base year math-course enrollee analytic weight	Student Level Composites
1	W1SCITCH	W1 Base year science-course enrollee analytic weight	Student Level Composites
1	X1SEX	X1 Student's sex	Student Level Composites
1	X1RACE	X1 Student's race/ethnicity-composite	Student Level Composites
1	X1HISPANIC	X1 Student is Hispanic/Latino/Latina-composite	Student Level Composites
1	X1WHITE	X1 Student is White-composite	Student Level Composites
1	X1BLACK	X1 Student is Black or African American-composite	Student Level Composites
1	X1ASIAN	X1 Student is Asian-composite	Student Level Composites
1	X1PACISLE	X1 Student is Native Hawaiian/Pacific Islander-composite	Student Level Composites
1	X1AMINDIAN	X1 Student is American Indian/Alaska Native-composite	Student Level Composites
1	X1HISPTYPE	X1 Student's Hispanic/Latino/Latina subgroup-composite	Student Level Composites
1	X1ASIANTYPE	X1 Student's Asian subgroup-composite	Student Level Composites
1	X1NATIVELANG	X1 Student's native language	Student Level Composites
1	X1DUALLANG	X1 Student dual-first language indicator	Student Level Composites
1	X1STDOB	X1 Student's date of birth (YYYYMM)	Student Level Composites
1	X1TXMTH	X1 Mathematics theta score	Student Level Composites
1	X1TXMSEM	X1 Mathematics standard error of measurement for raw theta score	Student Level Composites
1	X1TXMSCR	X1 Mathematics IRT-estimated number right score (of 72 base year items)	Student Level Composites
1	X1TXMTSCOR	X1 Mathematics standardized theta score	Student Level Composites
1	X1TXMQUINT	X1 Mathematics quintile score	Student Level Composites
1	X1TXMPROF1	X1 Mathematics proficiency probability score: level 1	Student Level Composites
1	X1TXMPROF2	X1 Mathematics proficiency probability score: level 2	Student Level Composites
1	X1TXMPROF3	X1 Mathematics proficiency probability score: level 3	Student Level Composites
1	X1TXMPROF4	X1 Mathematics proficiency probability score: level 4	Student Level Composites
1	X1TXMPROF5	X1 Mathematics proficiency probability score: level 5	Student Level Composites
1	X1MACC	X1 Mathematics assessment accommodations	Student Level Composites
1	X1PARRESP	X1 Whether parent questionnaire respondent is Parent 1	Student Level Composites
1	X1P1RELATION	X1 Parent 1: relationship to 9th grader	Student Level Composites
1	X1PAR1EDU	X1 Parent 1: highest level of education	Student Level Composites
1	X1PAR1EMP	X1 Parent 1: employment status	Student Level Composites
1	X1PAR1OCC2	X1 Parent 1: current/most recent occupation: 2-digit O*NET code	Student Level Composites
1	X1PAR1OCC6	X1 Parent 1: current/most recent occupation: 6-digit O*NET code	Student Level Composites
1	X1PAR1RACE	X1 Parent 1: race/ethnicity	Student Level Composites
1	X1P2RELATION	X1 Parent 2: spouse's relationship to 9th grader	Student Level Composites
1	X1PAR2EDU	X1 Parent 2: highest level of education	Student Level Composites

File #	Field name	Field label	Section description
1	X1PAR2EMP	X1 Parent 2: employment status	Student Level Composites
1	X1PAR2OCC2	X1 Parent 2: current/most recent occupation: 2-digit O*NET code	Student Level Composites
1	X1PAR2OCC6	X1 Parent 2: current/most recent occupation: 6-digit O*NET code	Student Level Composites
1	X1PAR2RACE	X1 Parent 2: race/ethnicity	Student Level Composites
1	X1PAREDU	X1 Parents'/guardians' highest level of education	Student Level Composites
1	X1PARPATTERN	X1 P1-P2 relationship pattern	Student Level Composites
1	X1MOMRESP	X1 Whether parent questionnaire respondent is mother	Student Level Composites
1	X1MOMREL	X1 Mother/female guardian's relationship to 9th grader	Student Level Composites
1	X1MOMEDU	X1 Mother's/female guardian's highest level of education	Student Level Composites
1	X1MOMEMP	X1 Mother/female guardian's employment status	Student Level Composites
1	X1MOMOCC2	X1 Mother/female guardian's current/most recent occupation: 2-digit O*NET code	Student Level Composites
1	X1MOMOCC6	X1 Mother/female guardian's current/most recent occupation: 6-digit O*NET code	Student Level Composites
1	X1MOMRACE	X1 Mother's race/ethnicity	Student Level Composites
1	X1DADRESP	X1 Whether parent questionnaire respondent is father	Student Level Composites
1	X1DADREL	X1 Father/male guardian's relationship to 9th grader	Student Level Composites
1	X1DADEDU	X1 Father's/male guardian's highest level of education	Student Level Composites
1	X1DADEMP	X1 Father/male guardian's employment status	Student Level Composites
1	X1DADOCC2	X1 Father/male guardian's current/most recent occupation: 2-digit O*NET code	Student Level Composites
1	X1DADOCC6	X1 Father/male guardian's current/most recent occupation: 6-digit O*NET code	Student Level Composites
1	X1DADRACE	X1 Father's race/ethnicity	Student Level Composites
1	X1HHNUMBER	X1 Number of 2009 household members	Student Level Composites
1	X1FAMINCOME	X1 Total family income from all sources 2008	Student Level Composites
1	X1POVERTY	X1 Poverty indicator (relative to 100% of Census poverty threshold)	Student Level Composites
1	X1POVERTY130	X1 Poverty indicator (relative to 130% of Census poverty threshold)	Student Level Composites
1	X1POVERTY185	X1 Poverty indicator (relative to 185% of Census poverty threshold)	Student Level Composites
1	X1SES	X1 Socio-economic status composite	Student Level Composites
1	X1SESQ5	X1 Quintile coding of BYSES composite	Student Level Composites
1	X1SES_U	X1 Socio-economic status composite derived with locale (urbanicity)	Student Level Composites
1	X1SESQ5_U	X1 Quintile coding of BYSES composite derived with locale (urbanicity)	Student Level Composites
1	X1MTHID	X1 Scale of student's mathematics identity	Student Level Composites
1	X1MTHUTI	X1 Scale of student's mathematics utility	Student Level Composites
1	X1MTHEFF	X1 Scale of student's mathematics self-efficacy	Student Level Composites
1	X1MTHINT	X1 Scale of student's interest in fall 2009 math course	Student Level Composites
1	X1SCIID	X1 Scale of student's science identity	Student Level Composites

File #	Field name	Field label	Section description
1	X1SCIUTI	X1 Scale of student's science utility	Student Level Composites
1	X1SCIEFF	X1 Scale of student's science self-efficacy	Student Level Composites
1	X1SCIINT	X1 Scale of student's interest in fall 2009 science course	Student Level Composites
1	X1SCHOOLBEL	X1 Scale of student's sense of school belonging	Student Level Composites
1	X1SCHOOLENG	X1 Scale of student's school engagement	Student Level Composites
1	X1STU30OCC6	X1 Student occupation at age 30: 6-digit O*NET code	Student Level Composites
1	X1STU30OCC2	X1 Student occupation at age 30: 2-digit O*NET code	Student Level Composites
1	X1STUEDEXPCT	X1 How far in school 9th grader thinks he/she will get	Student Level Composites
1	X1PAREDEXPCT	X1 How far in school parent thinks 9th grader will go	Student Level Composites
1	X1STUPRVSCHL	X1 School student attended last year (2008-2009): 12-digit NCESID from CCD/PSS	Student Level Composites
1	X1IEPFLAG	X1 Individualized Education Plan	Student Level Composites
1	X1TESTSTAT	X1 Student mathematics assessment status	Student Level Composites
1	X1TESTDATE	X1 Student mathematics assessment date (YYYYMM)	Student Level Composites
1	X1SQSTAT	X1 Student questionnaire status	Student Level Composites
1	X1SQDATE	X1 Student questionnaire date (YYYYMM)	Student Level Composites
1	X1SQINCAPABL	X1 Student questionnaire incapable	Student Level Composites
1	X1PQSTAT	X1 Parent questionnaire status	Student Level Composites
1	X1PQDATE	X1 Parent questionnaire date (YYYYMM)	Student Level Composites
1	X1PQLANG	X1 Parent questionnaire language (English v. Spanish)	Student Level Composites
1	X1TMQSTAT	X1 Math teacher questionnaire status	Student Level Composites
1	X1TMQDATE	X1 Math teacher questionnaire date (YYYYMM)	Student Level Composites
1	X1TMLINK	X1 Student to math teacher link descriptor	Student Level Composites
1	X1TMCRSLINK	X1 Student to math teacher course-level link descriptor	Student Level Composites
1	X1TMRACE	X1 Math teacher's race/ethnicity-composite	Student Level Composites
1	X1TMCERT	X1 Math teacher's math teaching certification	Student Level Composites
1	X1TMCOMM	X1 Scale of math teacher's perceptions of math professional learning community	Student Level Composites
1	X1TMEFF	X1 Scale of math teacher's self-efficacy	Student Level Composites
1	X1TMEXP	X1 Scale of math teacher's perceptions of math teachers' expectations	Student Level Composites
1	X1TMPRINC	X1 Scale of math teacher's perceptions of principal support	Student Level Composites
1	X1TMRESP	X1 Scale of math teacher's perceptions of collective responsibility	Student Level Composites
1	X1TSQSTAT	X1 Science teacher questionnaire status	Student Level Composites
1	X1TSQDATE	X1 Science teacher questionnaire date (YYYYMM)	Student Level Composites
1	X1TSLINK	X1 Student to science teacher link descriptor	Student Level Composites
1	X1TSCRSLINK	X1 Student to science teacher course-level link descriptor	Student Level Composites
1	X1TSRACE	X1 Science teacher race/ethnicity-composite	Student Level Composites
1	X1TSCERT	X1 Science teacher's science teaching certification	Student Level Composites
1	X1TSCOMM	X1 Scale of science teacher's perceptions of science professional learning community	Student Level Composites
1	X1TSEFF	X1 Scale of science teacher's self-efficacy	Student Level Composites

File #	Field name	Field label	Section description
1	X1TSEXP	X1 Scale of science teacher's perceptions of science teachers expectations	Student Level Composites
1	X1TSPRINC	X1 Scale of science teacher's perceptions of principal support	Student Level Composites
1	X1TSRESP	X1 Scale of science teacher's perceptions of collective responsibility	Student Level Composites
1	X1CONTROL	X1 School control	Student Level Composites
1	X1LOCALE	X1 School locale (urbanicity)	Student Level Composites
1	X1REGION	X1 School geographic region	Student Level Composites
1	X1CENDIV	X1 School census geographic division	Student Level Composites
1	X1STATESAMPL	X1 State level public school sample membership	Student Level Composites
1	X1STATE	X1 State code for school	Student Level Composites
1	X1GRADESPAN	X1 Grade span of school-administrator questionnaire	Student Level Composites
1	X1FREELUNCH	X1 Grade 9 percent free lunch-categorical	Student Level Composites
1	X1REPEAT9TH	X1 Percent of 9th graders repeating 9th grade	Student Level Composites
1	X1SCHAMIND	X1 Percent of students in school that are American Indian	Student Level Composites
1	X1SCHASIAN	X1 Percent of students in school that are Asian	Student Level Composites
1	X1SCHBLACK	X1 Percent of students in school that are Black	Student Level Composites
1	X1SCHHISP	X1 Percent of students in school that are Hispanic/Latino/Latina	Student Level Composites
1	X1SCHWHITE	X1 Percent of students in school that are White	Student Level Composites
1	X1SCHOOLCLI	X1 Scale of administrator's assessment of school climate	Student Level Composites
1	X1COUPERTEA	X1 Scale of counselor's perceptions of teacher expectations	Student Level Composites
1	X1COUPERCOU	X1 Scale of counselor's perceptions of counselor expectations	Student Level Composites
1	X1COUPERPRI	X1 Scale of counselor's perceptions of principal's expectations	Student Level Composites
1	X1AQSTAT	X1 administrator questionnaire status	Student Level Composites
1	X1AQDATE	X1 administrator questionnaire date (YYYYMM)	Student Level Composites
1	X1AQDESIGNEE	X1 administrator questionnaire designee respondent (designee resp v. no designee)	Student Level Composites
1	X1CQSTAT	X1 counselor questionnaire status	Student Level Composites
1	X1CQDATE	X1 counselor questionnaire date (YYYYMM)	Student Level Composites
1	S1SEX	S1 A01 9th grader's sex	Student Instrument
1	S1HISPANIC	S1 A02 9th grader is Hispanic/Latino/Latina	Student Instrument
1	S1HISPOR	S1 A03 9th grader's Hispanic/Latino/Latina origin	Student Instrument
1	S1WHITE	S1 A04A 9th grader is White	Student Instrument
1	S1BLACK	S1 A04B 9th grader is Black/African American	Student Instrument
1	S1ASIAN	S1 A04C 9th grader is Asian	Student Instrument
1	S1PACISLE	S1 A04D 9th grader is Native Hawaiian/Pacific Islander	Student Instrument
1	S1AMINDIAN	S1 A04E 9th grader is American Indian or Alaska Native	Student Instrument
1	S1ASIANOR	S1 A05 9th grader's Asian origin	Student Instrument
1	S1BIRTHMON	S1 A06A 9th grader's month of birth	Student Instrument

File #	Field name	Field label	Section description
1	S1BIRTHYR	S1 A06C 9th grader's year of birth	Student Instrument
1	S1LANG1ST	S1 A07 First language 9th grader learned to speak is English, Spanish, or other	Student Instrument
1	S1LANG1STOS	S1 A08 Non-English language 9th grader first learned to speak as a child	Student Instrument
1	S1LANGMOM	S1 A09 How often 9th grader speaks first language with mother/female guardian	Student Instrument
1	S1LANGFRIEND	S1 A10 How often 9th grader speaks first language with friends	Student Instrument
1	S1GRD0809	S1 B01 Grade 9th grader was in last year (2008-09)	Student Instrument
1	S1SCH0809	S1 B02 Whether 9th grader attended a different school last year (2008-09)	Student Instrument
1	S1MCLUB	S1 B04A 9th grader participated in math club since start of 08-09 school year	Student Instrument
1	S1MCOMPETE	S1 B04B 9th grader participated in math competition since start of 08-09 year	Student Instrument
1	S1MCAMP	S1 B04C 9th grader participated in math camp since start of 08-09 school year	Student Instrument
1	S1MTUTOR	S1 B04D 9th grader participated in math study group/tutoring since start 08-09	Student Instrument
1	S1SCLUB	S1 B04E 9th grader participated in science club since start of 08-09 school year	Student Instrument
1	S1SCOMPETE	S1 B04F 9th grader participated in science competition since start of 08-09 year	Student Instrument
1	S1SCAMP	S1 B04G 9th grader participated in science camp since start of 08-09 school year	Student Instrument
1	S1STUTOR	S1 B04H 9th grader participated in science study group/tutor since start 08-09	Student Instrument
1	S1NOMSACT	S1 B04I 9th grader did not participate in any math/science activities listed	Student Instrument
1	S1SBOOKS	S1 B05A How often read science books/magazines since start of 08-09 school year	Student Instrument
1	S1WEBINFO	S1 B05B How often used web for computer technology information since start 08-09	Student Instrument
1	S1SMUSEUM	S1 B05C How often visited science museum/planetarium since start of 08-09 year	Student Instrument
1	S1M8	S1 B06 Most advanced math course taken by 9th grader in the 8th grade	Student Instrument
1	S1M8GRADE	S1 B07 Final grade in 9th grader's most advanced 8th grade math course	Student Instrument
1	S1S8	S1 B08 Most advanced science course taken by student in the 8th grade	Student Instrument
1	S1S8GRADE	S1 B09 Final grade in 9th grader's most advanced 8th grade science course	Student Instrument
1	S1MPERSON1	S1 C01A 9th grader sees himself/herself as a math person	Student Instrument
1	S1MPERSON2	S1 C01B Others see 9th grader as a math person	Student Instrument

File #	Field name	Field label	Section description
1	S1MUNDERST	S1 C02 How often 9th grader thinks he/she really understands math assignments	Student Instrument
1	S1MFALL09	S1 C03 9th grader is taking a math course in the fall 2009 term	Student Instrument
1	S1ALG1M09	S1 C04A 9th grader is taking algebra I (including IA and IB) in fall 2009 term	Student Instrument
1	S1GEOM09	S1 C04B 9th grader is taking geometry in fall 2009 term	Student Instrument
1	S1ALG2M09	S1 C04C 9th grader is taking algebra II in fall 2009 term	Student Instrument
1	S1TRIGM09	S1 C04D 9th grader is taking trigonometry in fall 2009 term	Student Instrument
1	S1REVM09	S1 C04E 9th grader is taking review or remedial math in fall 2009 term	Student Instrument
1	S1INTGM109	S1 C04F 9th grader is taking integrated math I in fall 2009 term	Student Instrument
1	S1STATSM09	S1 C04G 9th grader is taking statistics or probability in fall 2009 term	Student Instrument
1	S1INTGM209	S1 C04H 9th grader is taking integrated math II or above in fall 2009 term	Student Instrument
1	S1PREALGM09	S1 C04I 9th grader is taking pre-algebra in the fall 2009 term	Student Instrument
1	S1ANGEOM09	S1 C04J 9th grader is taking analytic geometry in the fall 2009 term	Student Instrument
1	S1ADVM09	S1 C04K 9th grader is taking other advanced math course in fall 2009 term	Student Instrument
1	S1OTHM09	S1 C04L 9th grader is taking other math course in fall 2009 term	Student Instrument
1	S1MENJOYS	S1 C05A 9th grader is taking fall 2009 math b/c he/she really enjoys math	Student Instrument
1	S1MCHALLENGE	S1 C05B 9th grader is taking fall 2009 math b/c he/she likes to be challenged	Student Instrument
1	S1MHSREQ	S1 C05C 9th grader is taking fall 2009 math b/c it is a school requirement	Student Instrument
1	S1MCOUNSEL	S1 C05D 9th grader is taking fall 2009 math b/c school counselor suggested it	Student Instrument
1	S1MPARENT	S1 C05E 9th grader is taking fall 2009 math b/c parent(s) encouraged it	Student Instrument
1	S1MTEACHER	S1 C05F 9th grader is taking fall 2009 math b/c teacher encouraged it	Student Instrument
1	S1MNOOTHR	S1 C05G 9th grader is taking fall 2009 math b/c no other math offered	Student Instrument
1	S1MCLGADM	S1 C05H 9th grader is taking fall 2009 math b/c needs it to get into college	Student Instrument
1	S1MCLGSUCC	S1 C05I 9th grader is taking fall 2009 math b/c needs it to succeed in college	Student Instrument
1	S1MCAREER	S1 C05J 9th grader is taking fall 2009 math b/c needs it for career	Student Instrument

File #	Field name	Field label	Section description
1	S1MASSIGNED	S1 C05K 9th grader is taking fall 2009 math b/c it was assigned	Student Instrument
1	S1MOTHREASN	S1 C05L 9th grader is taking fall 2009 math for some other reason	Student Instrument
1	S1MNOREASON	S1 C05M 9th grader does not know why he/she is taking fall 2009 math course	Student Instrument
1	S1MENJOYING	S1 C06A 9th grader is enjoying fall 2009 math course very much	Student Instrument
1	S1MWASTE	S1 C06B 9th grader thinks fall 2009 math course is a waste of time	Student Instrument
1	S1MBORING	S1 C06C 9th grader thinks fall 2009 math course is boring	Student Instrument
1	S1MUSELIFE	S1 C07A 9th grader thinks fall 2009 math course is useful for everyday life	Student Instrument
1	S1MUSECLG	S1 C07B 9th grader thinks fall 2009 math course will be useful for college	Student Instrument
1	S1MUSEJOB	S1 C07C 9th grader thinks fall 2009 math course is useful for future career	Student Instrument
1	S1MTESTS	S1 C08A 9th grader confident can do excellent job on fall 2009 math tests	Student Instrument
1	S1MTEXTBOOK	S1 C08B 9th grader certain can understand fall 2009 math textbook	Student Instrument
1	S1MSKILLS	S1 C08C 9th grader certain can master skills in fall 2009 math course	Student Instrument
1	S1MASSEXCL	S1 C08D 9th grader confident can do excellent job on fall 2009 math assignments	Student Instrument
1	S1MTCHVALUES	S1 C11A 9th grader's fall 2009 math teacher values/listens to students' ideas	Student Instrument
1	S1MTCHRESPCT	S1 C11B 9th grader's fall 2009 math teacher treats students with respect	Student Instrument
1	S1MTCHFAIR	S1 C11C 9th grader's fall 2009 math teacher treats every student fairly	Student Instrument
1	S1MTCHCONF	S1 C11D 9th grader's fall 2009 math teacher thinks all student can be successful	Student Instrument
1	S1MTCHMISTKE	S1 C11E 9th grader's fall 2009 math teacher thinks mistakes OK if students learn	Student Instrument
1	S1MTCHTREAT	S1 C11F 9th grader's fall 2009 math teacher treats some kids better than others	Student Instrument
1	S1MTCHINTRST	S1 C11G 9th grader's fall 2009 math teacher makes math interesting	Student Instrument
1	S1MTCHMFDIFF	S1 C11H 9th grader's fall 2009 math teacher treats males/females differently	Student Instrument
1	S1MTCHEASY	S1 C11I 9th grader's fall 2009 math teacher makes math easy to understand	Student Instrument
1	S1SPERSON1	S1 D01A 9th grader sees himself/herself as a science person	Student Instrument
1	S1SPERSON2	S1 D01B Others see 9th grader as a science person	Student Instrument

File #	Field name	Field label	Section description
1	S1SUNDERST	S1 D02 How often 9th grader thinks he/she really understands science assignments	Student Instrument
1	S1SFALL09	S1 D03 9th grader is taking a science course in the fall 2009 term	Student Instrument
1	S1BIO1S09	S1 D04A 9th grader is taking biology I in fall 2009 term	Student Instrument
1	S1EARTHS09	S1 D04B 9th grader is taking Earth science in fall 2009 term	Student Instrument
1	S1PHYSS09	S1 D04C 9th grader is taking physical science in fall 2009 term	Student Instrument
1	S1ENVS09	S1 D04D 9th grader is taking environmental science in fall 2009 term	Student Instrument
1	S1PHYSIC1S09	S1 D04E 9th grader is taking physics I in fall 2009 term	Student Instrument
1	S1INTGS1S09	S1 D04F 9th grader is taking integrated science I in fall 2009 term	Student Instrument
1	S1CHEM1S09	S1 D04G 9th grader is taking chemistry I in fall 2009 term	Student Instrument
1	S1INTGS2S09	S1 D04H 9th grader is taking integrated science II or above in fall 2009 term	Student Instrument
1	S1ANATOMYS09	S1 D04I 9th grader is taking anatomy or physiology in fall 2009 term	Student Instrument
1	S1ADVBIOS09	S1 D04J 9th grader is taking advanced biology in fall 2009 term	Student Instrument
1	S1ADVCHEMS09	S1 D04K 9th grader is taking advanced chemistry in fall 2009 term	Student Instrument
1	S1GENS09	S1 D04L 9th grader is taking general science in fall 2009 term	Student Instrument
1	S1TECHS09	S1 D04M 9th grader is taking principles of technology in fall 2009 term	Student Instrument
1	S1LIFES09	S1 D04N 9th grader is taking life science in fall 2009 term	Student Instrument
1	S1ADVPHYSIC09	S1 D04O 9th grader is taking advanced physics in fall 2009 term	Student Instrument
1	S1OTHENVS09	S1 D04P 9th grader is taking other earth/environmental science in fall 2009 term	Student Instrument
1	S1OTHBIOS09	S1 D04Q 9th grader is taking other biological science in fall 2009 term	Student Instrument
1	S1OTHPHYS09	S1 D04R 9th grader is taking other physical science in fall 2009 term	Student Instrument
1	S1OTHS09	S1 D04S 9th grader is taking other science in fall 2009 term	Student Instrument
1	S1SENJOYS	S1 D05A 9th grader is taking fall 2009 science b/c he/she really enjoys science	Student Instrument
1	S1SCHALLENGE	S1 D05B 9th grader is taking fall 2009 science b/c he/she likes to be challenged	Student Instrument
1	S1SHSREQ	S1 D05C 9th grader is taking fall 2009 science b/c it is a school requirement	Student Instrument
1	S1SCOUNSEL	S1 D05D 9th grader is taking fall 2009 science b/c school counselor suggested it	Student Instrument

File #	Field name	Field label	Section description
1	S1SPARENT	S1 D05E 9th grader is taking fall 2009 science b/c parent(s) encouraged it	Student Instrument
1	S1STEACHER	S1 D05F 9th grader is taking fall 2009 science b/c teacher encouraged it	Student Instrument
1	S1SNOOTHR	S1 D05G 9th grader is taking fall 2009 science b/c no other science offered	Student Instrument
1	S1SCLGADM	S1 D05H 9th grader is taking fall 2009 science b/c needs it to get into college	Student Instrument
1	S1SCLGSUCC	S1 D05I 9th grader is taking fall 09 science b/c needs it to succeed in college	Student Instrument
1	S1SCAREER	S1 D05J 9th grader is taking fall 2009 science b/c needs it for career	Student Instrument
1	S1SASSIGNED	S1 D05K 9th grader is taking fall 2009 science b/c it was assigned	Student Instrument
1	S1SOTHREASN	S1 D05L 9th grader is taking fall 2009 science for some other reason	Student Instrument
1	S1SNOREASON	S1 D05M 9th grader does not know why he/she is taking fall 2009 science course	Student Instrument
1	S1SENJOYING	S1 D06A 9th grader is enjoying fall 2009 science course very much	Student Instrument
1	S1SWASTE	S1 D06B 9th grader thinks fall 2009 science course is a waste of time	Student Instrument
1	S1SBORING	S1 D06C 9th grader thinks fall 2009 science course is boring	Student Instrument
1	S1SUSELIFE	S1 D07A 9th grader thinks fall 2009 science course is useful for everyday life	Student Instrument
1	S1SUSECLG	S1 D07B 9th grader thinks fall 2009 science course will be useful for college	Student Instrument
1	S1SUSEJOB	S1 D07C 9th grader thinks fall 2009 science course is useful for future career	Student Instrument
1	S1STESTS	S1 D08A 9th grader confident can do excellent job on fall 2009 science tests	Student Instrument
1	S1STEXTBOOK	S1 D08B 9th grader certain can understand fall 2009 science textbook	Student Instrument
1	S1SSKILLS	S1 D08C 9th grader certain can master skills in fall 2009 science course	Student Instrument
1	S1SASSEXCL	S1 D08D 9th grader confident can do excellent job on fall 09 science assignments	Student Instrument
1	S1STCHVALUES	S1 D11A 9th grader's fall 2009 science teacher values/listens to students' ideas	Student Instrument
1	S1STCHRESPCT	S1 D11B 9th grader's fall 2009 science teacher treats students with respect	Student Instrument
1	S1STCHFAIR	S1 D11C 9th grader's fall 2009 science teacher treats every student fairly	Student Instrument
1	S1STCHCONF	S1 D11D 9th grader's fall 09 science teacher think all student can be successful	Student Instrument

File #	Field name	Field label	Section description
1	S1STCHMISTKE	S1 D11E 9th grader's fall 09 science teacher think mistakes OK if students learn	Student Instrument
1	S1STCHTREAT	S1 D11F 9th grader's fall 09 science teacher treats some kids better than others	Student Instrument
1	S1STCHINTRST	S1 D11G 9th grader's fall 2009 science teacher makes science interesting	Student Instrument
1	S1STCHMFDIFF	S1 D11H 9th grader's fall 2009 science teacher treats males/females differently	Student Instrument
1	S1STCHEASY	S1 D11I 9th grader's fall 2009 science teacher makes science easy to understand	Student Instrument
1	S1SAFE	S1 E01A 9th grader feels safe at school	Student Instrument
1	S1PROUD	S1 E01B 9th grader is proud to be part of his/her school	Student Instrument
1	S1TALKPROB	S1 E01C 9th grader has teacher/adult in school he/she can talk to about problems	Student Instrument
1	S1SCHWASTE	S1 E01D 9th grader feels that school is often a waste of time	Student Instrument
1	S1GOODGRADES	S1 E01E Getting good grades is important to 9th grader	Student Instrument
1	S1NOHWDN	S1 E02A How often 9th grader goes to class without their homework done	Student Instrument
1	S1NOPAPER	S1 E02B How often 9th grader goes to class without pencil or paper	Student Instrument
1	S1NOBOOKS	S1 E02C How often 9th grader goes to class without books	Student Instrument
1	S1LATE	S1 E02D How often 9th grader goes to class late	Student Instrument
1	S1FAVSUBJ	S1 E03 9th grader's favorite school subject	Student Instrument
1	S1LEASTSUBJ	S1 E04 9th grader's least favorite school subject	Student Instrument
1	S1PAYOFF	S1 E05A 9th grader thinks studying in school rarely pays off later with good job	Student Instrument
1	S1GETINTOCLG	S1 E05B 9th grader thinks even if he/she studies he/she won't get into college	Student Instrument
1	S1AFFORD	S1 E05C 9th grader thinks even if he/she studies family can't afford college	Student Instrument
1	S1WORKING	S1 E05D 9th grader thinks working is more important for him/her than college	Student Instrument
1	S1MOMTALKM	S1 E06A 9th grader talked to mother about math courses to take in 2009-2010	Student Instrument
1	S1DADTALKM	S1 E06B 9th grader talked to father about math courses to take in 2009-2010	Student Instrument
1	S1FRNDTALKM	S1 E06C 9th grader talked to friends about math courses to take in 2009-2010	Student Instrument
1	S1TCHTALKM	S1 E06D 9th grader talked to teacher about math courses to take in 2009-2010	Student Instrument
1	S1CNSLTALKM	S1 E06E 9th grader talked to school counselor about 2009-2010 math courses	Student Instrument
1	S1NOTALKM	S1 E06F 9th grader didn't talk to these people about 2009-2010 math courses	Student Instrument

File #	Field name	Field label	Section description
1	S1MOMTALKS	S1 E07A 9th grader talked to mother about science courses to take in 2009-2010	Student Instrument
1	S1DADTALKS	S1 E07B 9th grader talked to father about science courses to take in 2009-2010	Student Instrument
1	S1FRNDTALKS	S1 E07C 9th grader talked to friends about science courses to take in 2009-2010	Student Instrument
1	S1TCHTALKS	S1 E07D 9th grader talked to teacher about science courses to take in 2009-2010	Student Instrument
1	S1CNSLTALKS	S1 E07E 9th grader talked to school counselor about 2009-2010 science courses	Student Instrument
1	S1NOTALKS	S1 E07F 9th grader didn't talk to these people about 2009-2010 science courses	Student Instrument
1	S1MOMTALKOTH	S1 E08A 9th grader talked to mother about other courses to take in 2009-2010	Student Instrument
1	S1DADTALKOTH	S1 E08B 9th grader talked to father about other courses to take in 2009-2010	Student Instrument
1	S1FRNDTLKOTH	S1 E08C 9th grader talked to friends about other courses to take in 2009-2010	Student Instrument
1	S1TCHTALKOTH	S1 E08D 9th grader talked to teacher about other courses to take in 2009-2010	Student Instrument
1	S1CNSLTLKOTH	S1 E08E 9th grader talked to school counselor about 2009-2010 other courses	Student Instrument
1	S1NOTALKOTH	S1 E08F 9th grader didn't talk to these people about 2009-2010 other courses	Student Instrument
1	S1MOMTALKCLG	S1 E09A 9th grader talked to mother about going to college	Student Instrument
1	S1DADTALKCLG	S1 E09B 9th grader talked to father about going to college	Student Instrument
1	S1FRNDTLKCLG	S1 E09C 9th grader talked to friends about going to college	Student Instrument
1	S1TCHTALKCLG	S1 E09D 9th grader talked to teacher about going to college	Student Instrument
1	S1CNSLTLKCLG	S1 E09E 9th grader talked to school counselor about going to college	Student Instrument
1	S1NOTALKCLG	S1 E09F 9th grader didn't talk to these people about going to college	Student Instrument
1	S1MOMTALKJOB	S1 E10A 9th grader talked to mother about adult jobs/careers	Student Instrument
1	S1DADTALKJOB	S1 E10B 9th grader talked to father about adult jobs/careers	Student Instrument
1	S1FRNDTLKJOB	S1 E10C 9th grader talked to friends about adult jobs/careers	Student Instrument
1	S1TCHTALKJOB	S1 E10D 9th grader talked to teacher about adult jobs/careers	Student Instrument
1	S1CNSLTLKJOB	S1 E10E 9th grader talked to school counselor about adult jobs/careers	Student Instrument

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

File #	Field name	Field label	Section description
1	S1HRTV	S1 E15H Hours spent watching television or movies on typical schoolday	Student Instrument
1	S1HRVIDEO	S1 E15I Hours spent playing video games on typical schoolday	Student Instrument
1	S1HRONLINE	S1 E15J Hours spent chatting or surfing online on typical schoolday	Student Instrument
1	S1TALENTSRCH	S1 E16A 9th grader is participating in Talent Search	Student Instrument
1	S1UPWARDBND	S1 E16B 9th grader is participating in Upward Bound	Student Instrument
1	S1GEARUP	S1 E16C 9th grader is participating in Gear Up	Student Instrument
1	S1AVID	S1 E16D 9th grader is participating in AVID	Student Instrument
1	S1MESA	S1 E16E 9th grader is participating in MESA	Student Instrument
1	S1MYRS	S1 F01 Number of years of math coursework 9th grader expects to take in HS	Student Instrument
1	S1MREASREQ	S1 F02A Plans to take more math courses because it is required to graduate	Student Instrument
1	S1MREASPAR	S1 F02B Plans to take more math courses because parents want him/her to	Student Instrument
1	S1MREASTCHR	S1 F02C Plans to take more math courses because teachers want him/her to	Student Instrument
1	S1MREASCNSL	S1 F02D Plans to take more math courses because counselor wants him/her to	Student Instrument
1	S1MREASGOOD	S1 F02E Plans to take more math courses because he/she is good at math	Student Instrument
1	S1MREASJOB	S1 F02F Plans to take more math courses because needed for desired career	Student Instrument
1	S1MREASLIKE	S1 F02G Plans to take more math courses because most students like them do	Student Instrument
1	S1MREASENJOY	S1 F02H Plans to take more math courses because they enjoy studying math	Student Instrument
1	S1MREASCLG	S1 F02I Plans to take more math courses because will help to get into college	Student Instrument
1	S1MREASUSE	S1 F02J Plans to take more math courses because will be useful in college	Student Instrument
1	S1MREASFRND	S1 F02K Plans to take more math courses because friends are going to	Student Instrument
1	S1MREASOTH	S1 F02L Plans to take more math courses for other reason(s)	Student Instrument
1	S1MREASNOT	S1 F02M Does not know why plans to take more math courses	Student Instrument
1	S1APCALC	S1 F03A 9th grader plans to enroll in an Advanced Placement (AP) calculus course	Student Instrument
1	S1IBCALC	S1 F03B 9th grader plans to enroll in International Baccalaureate (IB) calculus	Student Instrument
1	S1SYRS	S1 F04 Number of years of science coursework 9th grader expects to take in HS	Student Instrument
1	S1SREASREQ	S1 F05A Plans to take more science courses because it is required to graduate	Student Instrument

File #	Field name	Field label	Section description
1	S1SREASPAR	S1 F05B Plans to take more science courses because parents want him/her to	Student Instrument
1	S1SREASTCHR	S1 F05C Plans to take more science courses because teachers want him/her to	Student Instrument
1	S1SREASCNSL	S1 F05D Plans to take more science courses because counselor wants him/her to	Student Instrument
1	S1SREASGOOD	S1 F05E Plans to take more science courses because he/she is good at science	Student Instrument
1	S1SREASJOB	S1 F05F Plans to take more science courses because needed for desired career	Student Instrument
1	S1SREASLIKE	S1 F05G Plans to take more science courses because most students like them do	Student Instrument
1	S1SREASENJOY	S1 F05H Plans to take more science courses because they enjoy studying science	Student Instrument
1	S1SREASCLG	S1 F05I Plans to take more science courses because will help to get into college	Student Instrument
1	S1SREASUSE	S1 F05J Plans to take more science courses because will be useful in college	Student Instrument
1	S1SREASFRND	S1 F05K Plans to take more science courses because friends are going to	Student Instrument
1	S1SREASOTH	S1 F05L Plans to take more science courses for other reason(s)	Student Instrument
1	S1SREASNOT	S1 F05M Does not know why plans to take more science courses	Student Instrument
1	S1APS	S1 F06A 9th grader plans to enroll in an Advanced Placement (AP) science course	Student Instrument
1	S1IBSCI	S1 F06B 9th grader plans to enroll in International Baccalaureate (IB) science	Student Instrument
1	S1PLAN	S1 F07 9th grader has put together an education plan and/or career plan	Student Instrument
1	S1PLANCNSL	S1 F08A 9th grader’s counselor helped put together education/career plan	Student Instrument
1	S1PLANTCHR	S1 F08B 9th grader’s teacher helped put together education/career plan	Student Instrument
1	S1PLANPRNT	S1 F08C 9th grader’s parent(s) helped put together education/career plan	Student Instrument
1	S1PLANOTH	S1 F08D Someone else helped 9th grader put together education/career plan	Student Instrument
1	S1PLANNOONE	S1 F08E No one helped 9th grader put together education/career plan	Student Instrument
1	S1PSAT	S1 F09A 9th grader has taken or plans to take the PSAT	Student Instrument
1	S1SAT	S1 F09B 9th grader has taken or plans to take the SAT	Student Instrument
1	S1ACT	S1 F09C 9th grader has taken or plans to take the ACT	Student Instrument
1	S1AP	S1 F09D 9th grader has taken/plans to take an Advanced Placement (AP) test	Student Instrument
1	S1IBTEST	S1 F09E 9th grader has taken/plans to take International Baccalaureate (IB) test	Student Instrument

File #	Field name	Field label	Section description
1	S1SUREHSGRAD	S1 F10 How sure 9th grader is that he/she will graduate from high school	Student Instrument
1	S1EDUEXPECT	S1 G01 How far in school 9th grader thinks he/she will get	Student Instrument
1	S1SURECLG	S1 G02 How sure 9th grader is that he/she will go to college to pursue a BA/BS	Student Instrument
1	S1ABILITYBA	S1 G03 9th grader thinks he/she has the ability to complete a bachelor's degree	Student Instrument
1	S1BAAGE30	S1 G04 9th grader would be disappointed if he/she didn't have a BA/BS by age 30	Student Instrument
1	S1FYAA	S1 G05A 9th grader plans to enroll in associate's program in 1st year after HS	Student Instrument
1	S1FYBA	S1 G05B 9th grader plans to enroll in bachelor's program in 1st year after HS	Student Instrument
1	S1FYLICENSE	S1 G05C 9th grader plans to obtain license or certificate in 1st year after HS	Student Instrument
1	S1FYAPPR	S1 G05D 9th grader plans to attend apprenticeship program in 1st year after HS	Student Instrument
1	S1FYMILITARY	S1 G05E 9th grader plans to join the armed services in 1st year after HS	Student Instrument
1	S1FYJOB	S1 G05F 9th grader plans to get a job in 1st year after HS	Student Instrument
1	S1FYFAMILY	S1 G05G 9th grader plans to start a family in 1st year after HS	Student Instrument
1	S1FYTRAVEL	S1 G05H 9th grader plans to travel in 1st year after HS	Student Instrument
1	S1FYVOLUN	S1 G05I 9th grader plans to volunteer or do missionary work in 1st year after HS	Student Instrument
1	S1FYNOTSURE	S1 G05J 9th grader does not know what he/she will do in 1st year after HS	Student Instrument
1	S1PUBPRV	S1 G06 9th grader is more likely to go to public or private college	Student Instrument
1	S1INOUTST	S1 G07 9th grader is more likely to go to public in-state/out-of-state college	Student Instrument
1	S1TUITION	S1 G08 9th grader has information on tuition/mandatory fees at specific college	Student Instrument
1	S1COSTIN	S1 G09 Cost of tuition and mandatory fees at public in-state 4-year college	Student Instrument
1	S1FEEIN	S1 G10 What does tuition/fees at public in-state 4-year college include	Student Instrument
1	S1COSTPRV	S1 G11 Cost of tuition and mandatory fees at private 4-year college	Student Instrument
1	S1FEEPRV	S1 G12 What does tuition/fees at private college include	Student Instrument
1	S1COSTOUT	S1 G13 Cost of tuition/fees at public out-of-state 4-year college	Student Instrument
1	S1FEEOUT	S1 G14 What does tuition/fees at public out-of-state 4-year college include	Student Instrument

File #	Field name	Field label	Section description
1	S1ESTIN	S1 G15 Estimate of tuition and mandatory fees at public in-state 4-year college	Student Instrument
1	S1ESTFEE	S1 G16 What does estimated cost of public in-state 4-year college include	Student Instrument
1	S1ESTCONF	S1 G17 Confidence in estimate of cost for public in-state 4-year college	Student Instrument
1	S1OCC30	S1 G18 Occupation 9th grader expects to have at age 30	Student Instrument
1	S1OCC30THINK	S1 G19 How much 9th grader has thought about choice of occupation at age 30	Student Instrument
1	S1TALKFUTURE	S1 G20 Whether 9th grader talks more to parents or friends about future plans	Student Instrument
1	P1RELSHP	P1 A02 Respondent's relationship to 9th grader	Parent Instrument
1	P1HHPARENT	P1 A03 9th grader has parent(s) living in household	Parent Instrument
1	P1HHPARREL1	P1 A04A First resident parent's relationship to 9th grader	Parent Instrument
1	P1HHPARREL2	P1 A04B Second resident parent's relationship to 9th grader	Parent Instrument
1	P1SPOUSE	P1 A05 Respondent has a spouse/partner who lives in household	Parent Instrument
1	P1SPSREL	P1 A06 Respondent's spouse/partner's relationship to 9th grade	Parent Instrument
1	P1MARSTAT	P1 A07 Parent 1's marital status	Parent Instrument
1	P1HHLT18	P1 A08A Number of household residents less than 18 years of age	Parent Instrument
1	P1HHGE18	P1 A08B Number of household residents 18 years or older	Parent Instrument
1	P1HHTIME	P1 A09 How much of the time 9th grader lives with respondent	Parent Instrument
1	P1HHOTHR	P1 A10 Where 9th grader lives when not living with respondent	Parent Instrument
1	P1HSSIB	P1 A11 9th grader has sibling who attends/attended his/her HS in last 5 years	Parent Instrument
1	P1OLDERSIB	P1 A12 Number of older siblings	Parent Instrument
1	P1HISP1	P1 B01 Parent 1 is Hispanic/Latino/Latina	Parent Instrument
1	P1HISPOR1	P1 B02 Parent 1's Hispanic/Latino/Latina origin	Parent Instrument
1	P1WHITE1	P1 B03A Parent 1 is White	Parent Instrument
1	P1BLACK1	P1 B03B Parent 1 is Black/African American	Parent Instrument
1	P1ASIAN1	P1 B03C Parent 1 is Asian	Parent Instrument
1	P1PACISLE1	P1 B03D Parent 1 is Native Hawaiian/Pacific Islander	Parent Instrument
1	P1AMINDIAN1	P1 B03E Parent 1 is American Indian/Alaska Native	Parent Instrument
1	P1ASIANOR1	P1 B04 Parent 1's Asian origin	Parent Instrument
1	P1YRBORN1	P1 B05 Parent 1's birth year	Parent Instrument
1	P1USBORN1	P1 B06 Parent 1 was born in U.S.	Parent Instrument
1	P1COUNTRY1	P1 B07 Country in which Parent 1 was born	Parent Instrument
1	P1USYR1	P1 B08 Year Parent 1 came to United States to stay	Parent Instrument
1	P1HISP2	P1 B09 Parent 2 is Hispanic/Latino/Latina	Parent Instrument

File #	Field name	Field label	Section description
1	P1HISPOR2	P1 B10 Parent 2's Hispanic/Latino/Latina origin	Parent Instrument
1	P1WHITE2	P1 B11A Parent 2 is White	Parent Instrument
1	P1BLACK2	P1 B11B Parent 2 is Black/African American	Parent Instrument
1	P1ASIAN2	P1 B11C Parent 2 is Asian	Parent Instrument
1	P1PACISLE2	P1 B11D Parent 2 is Native Hawaiian/Pacific Islander	Parent Instrument
1	P1AMINDIAN2	P1 B11E Parent 2 is American Indian or Alaska Native	Parent Instrument
1	P1ASIANOR2	P1 B12 Parent 2's Asian origin	Parent Instrument
1	P1YRBORN2	P1 B13 Parent 2's birth year	Parent Instrument
1	P1USBORN2	P1 B14 Parent 2 was born in United States	Parent Instrument
1	P1COUNTRY2	P1 B15 Country in which Parent 2 was born	Parent Instrument
1	P1USYR2	P1 B16 Year Parent 2 came to United States to stay	Parent Instrument
1	P1USBORN9	P1 B17 Whether student was born in the United States	Parent Instrument
1	P1COUNTRY9	P1 B18 Country in which student was born	Parent Instrument
1	P1USYR9	P1 B19 Year student came to the United States to stay	Parent Instrument
1	P1USGRADE	P1 B20 Grade level 9th grader was placed in when started school in United States	Parent Instrument
1	P1HOMELANG	P1 B21 Language other than English is regularly spoken in home	Parent Instrument
1	P1SPANISH	P1 B22A Spanish is regularly spoken in home	Parent Instrument
1	P1EUROLANG	P1 B22B Other European language is regularly spoken in home	Parent Instrument
1	P1CHINESE	P1 B22C Chinese language regularly spoken in home	Parent Instrument
1	P1FILIPINO	P1 B22D Filipino language regularly spoken in home	Parent Instrument
1	P1SEASIAN	P1 B22E Southeast Asian language regularly spoken in home	Parent Instrument
1	P1SASIAN	P1 B22F South Asian language regularly spoken in home	Parent Instrument
1	P1OTHRASIAN	P1 B22G Other Asian language regularly spoken in home	Parent Instrument
1	P1MIDEAST	P1 B22H Middle Eastern language regularly spoken in home	Parent Instrument
1	P1OTHRLANG	P1 B22I Other language regularly spoken in home	Parent Instrument
1	P1ENGLISH	P1 B23 English is regularly spoken in home	Parent Instrument
1	P1RSPLANG	P1 B24 Language respondent usually speaks to 9th grader in home	Parent Instrument
1	P1LANG9	P1 B25 Language 9th grader usually speaks to respondent in home	Parent Instrument
1	P1DIFSCHLNG	P1 B26 Difficulty joining in school events because speaks non-English language	Parent Instrument
1	P1ELLEVER	P1 B27 Whether 9th grader ever in English Language Learners program	Parent Instrument
1	P1ELLNOW	P1 B28 Whether 9th grader currently in English Language Learners program	Parent Instrument
1	P1HIDEG1	P1 C01 Parent 1's highest degree earned	Parent Instrument
1	P1HIMAJV1	P1 C02A Parent 1's major for highest level of education-verbatim	Parent Instrument

File #	Field name	Field label	Section description
1	P1HIMAJ21	P1 C02B Parent 1's major for highest level of education 2-digit CIP code	Parent Instrument
1	P1HIMAJ61	P1 C02C Parent 1's major for highest level of education 6-digit CIP code	Parent Instrument
1	P1BAMAJV1	P1 C03A Parent 1's major for bachelor's degree-verbatim	Parent Instrument
1	P1BAMAJ21	P1 C03B Parent 1's major for bachelor's degree 2-digit CIP code	Parent Instrument
1	P1BAMAJ61	P1 C03C Parent 1's major for bachelor's degree 6-digit CIP code	Parent Instrument
1	P1STARTDEG1	P1 C04 Parent 1 has started but not completed more advanced degree	Parent Instrument
1	P1JOBNOW1	P1 C05 Parent 1 currently holds a job	Parent Instrument
1	P1JOBEVER1	P1 C06 Parent 1 has ever held a job	Parent Instrument
1	P1HOURS1	P1 C07 Hours Parent 1 works/worked per week	Parent Instrument
1	P1JOB2ONET1	P1 C08C Parent 1's job's 2-digit O*NET code	Parent Instrument
1	P1JOB6ONET1	P1 C08D Parent 1's job's 6-digit O*NET code	Parent Instrument
1	P1JOBDV1	P1 C08B Parent 1's job duties-verbatim	Parent Instrument
1	P1JOBTV1	P1 C08A Parent 1's job title-verbatim	Parent Instrument
1	P1HIDEG2	P1 C09 Parent 2's highest degree earned	Parent Instrument
1	P1HIMAJV2	P1 C10A Parent 2's major for highest level of education-verbatim	Parent Instrument
1	P1HIMAJ22	P1 C10B Parent 2's major for highest level of education 2-digit CIP code	Parent Instrument
1	P1HIMAJ62	P1 C10C Parent 2's major for highest level of education 6-digit CIP code	Parent Instrument
1	P1BAMAJV2	P1 C11A Parent 2's major for bachelor's degree-verbatim	Parent Instrument
1	P1BAMAJ62	P1 C11C Parent 2's major for bachelor's degree 6-digit CIP code	Parent Instrument
1	P1BAMAJ22	P1 C11B Parent 2's major for bachelor's degree 2-digit CIP code	Parent Instrument
1	P1STARTDEG2	P1 C12 Parent 2 has started but not completed more advanced degree	Parent Instrument
1	P1JOBNOW2	P1 C13 Parent 2 currently holds a job	Parent Instrument
1	P1JOBEVER2	P1 C14 Parent 2 has ever held a job	Parent Instrument
1	P1HOURS2	P1 C15 Hours Parent 2 works/worked per week	Parent Instrument
1	P1JOB2ONET2	P1 C16C Parent 2's job's 2-digit O*NET code	Parent Instrument
1	P1JOB6ONET2	P1 C16D Parent 2's job's 6-digit O*NET code	Parent Instrument
1	P1JOBDV2	P1 C16B Parent 2's job duties-verbatim	Parent Instrument
1	P1JOBTV2	P1 C16A Parent 2's job title-verbatim	Parent Instrument
1	P1INCOME	P1 C17 Household income in 2008-continuous form	Parent Instrument
1	P1INCOMECAT	P1 C18 Household income in 2008-categorical form	Parent Instrument
1	P1OWNHOME	P1 C19 Home is owned, rented or other arrangement	Parent Instrument
1	P1REPEATGRD	P1 D01 Ninth grader has repeated a grade	Parent Instrument
1	P1REPEATGK	P1 D02A Ninth grader repeated kindergarten	Parent Instrument
1	P1REPEATG1	P1 D02B Ninth grader repeated 1st grade	Parent Instrument

File #	Field name	Field label	Section description
1	P1REPEATG2	P1 D02C Ninth grader repeated 2nd grade	Parent Instrument
1	P1REPEATG3	P1 D02D Ninth grader repeated 3rd grade	Parent Instrument
1	P1REPEATG4	P1 D02E Ninth grader repeated 4th grade	Parent Instrument
1	P1REPEATG5	P1 D02F Ninth grader repeated 5th grade	Parent Instrument
1	P1REPEATG6	P1 D02G Ninth grader repeated 6th grade	Parent Instrument
1	P1REPEATG7	P1 D02H Ninth grader repeated 7th grade	Parent Instrument
1	P1REPEATG8	P1 D02I Ninth grader repeated 8th grade	Parent Instrument
1	P1REPEATG9	P1 D02J Ninth grader repeated 9th grade	Parent Instrument
1	P1SLD	P1 D03A Doctor/school has told parent 9th grader has learning disability	Parent Instrument
1	P1DD	P1 D03B Doctor/school has told parent 9th grader has developmental delay	Parent Instrument
1	P1AUTISM	P1 D03C Doctor/school has told parent 9th grader has some form of autism	Parent Instrument
1	P1EAREYE	P1 D03D Doctor/school has told parent 9th grader has hearing/vision problem	Parent Instrument
1	P1JOINT	P1 D03E Doctor/school has told parent 9th grader has bone/joint/muscle problem	Parent Instrument
1	P1INTELLECT	P1 D03F Doctor/school has told parent 9th grader has intellectual disability	Parent Instrument
1	P1ADHD	P1 D03G Doctor/school has told parent 9th grader has ADD or ADHD	Parent Instrument
1	P1SPECIALED	P1 D04 9th grader is currently receiving Special Education Services	Parent Instrument
1	P1ADHDMED	P1 D05 9th grader is currently taking medication for ADD or ADHD	Parent Instrument
1	P1LEARN	P1 D06A How much difficulty 9th grader has learning or paying attention	Parent Instrument
1	P1SPEAK	P1 D06B How much difficulty 9th grader has speaking or communicating	Parent Instrument
1	P1MOOD	P1 D06C How much difficulty 9th grader has feeling anxious or depressed	Parent Instrument
1	P1ACTOUT	P1 D06D How much difficulty 9th grader has with behavior problems	Parent Instrument
1	P1FRIEND	P1 D06E How much difficulty 9th grader has making and keeping friends	Parent Instrument
1	P1SKIPGRD	P1 D07 Ninth grader has skipped a grade	Parent Instrument
1	P1SKIPGK	P1 D08A Ninth grader skipped kindergarten	Parent Instrument
1	P1SKIPG1	P1 D08B Ninth grader skipped 1st grade	Parent Instrument
1	P1SKIPG2	P1 D08C Ninth grader skipped 2nd grade	Parent Instrument
1	P1SKIPG3	P1 D08D Ninth grader skipped 3rd grade	Parent Instrument
1	P1SKIPG4	P1 D08E Ninth grader skipped 4th grade	Parent Instrument
1	P1SKIPG5	P1 D08F Ninth grader skipped 5th grade	Parent Instrument
1	P1SKIPG6	P1 D08G Ninth grader skipped 6th grade	Parent Instrument
1	P1SKIPG7	P1 D08H Ninth grader skipped 7th grade	Parent Instrument

File #	Field name	Field label	Section description
1	P1SKIPG8	P1 D08I Ninth grader skipped 8th grade	Parent Instrument
1	P1HONORS	P1 D09 Whether 9th grader is currently enrolled in honors course	Parent Instrument
1	P1CHANGESCH	P1 D10 Number of times 9th grader has changed schools since kindergarten	Parent Instrument
1	P1DROPOUT	P1 D11 Whether 9th grader has ever stopped attending school for a month or more	Parent Instrument
1	P1SUSPEND	P1 D12 Whether 9th grader has ever been suspended or expelled	Parent Instrument
1	P1BEHAVE	P1 D13A How often parent contacted by school about problem behavior	Parent Instrument
1	P1ATTEND	P1 D13B How often parent contacted by school about poor attendance	Parent Instrument
1	P1PERFORM	P1 D13C How often parent contacted by school about poor performance	Parent Instrument
1	P1SCHCHOICE	P1 E01 Whether 9th grader's school was assigned or chosen	Parent Instrument
1	P1SCHMTG	P1 E02A Attended a general school meeting since start of 2009-10 school year	Parent Instrument
1	P1PTOMTG	P1 E02B Attended a PTO meeting since start of 2009-10 school year	Parent Instrument
1	P1PTCONFER	P1 E02C Attended parent-teacher conference since start of 2009-10 school year	Parent Instrument
1	P1SCHEVENT	P1 E02D Attended school event since start of 2009-10 school year	Parent Instrument
1	P1VOLUNTEER	P1 E02E Served as a school volunteer since start of 2009-10 school year	Parent Instrument
1	P1FUNDRAISE	P1 E02F Participated in school fund raiser since start of 2009-10 school year	Parent Instrument
1	P1COUNSELOR	P1 E02G Met with a school counselor since start of 2009-10 school year	Parent Instrument
1	P1HWOFTEN	P1 E03 How often helped 9th grader with homework	Parent Instrument
1	P1MTHHWEFF	P1 E04A Confidence in helping with 9th grade math homework	Parent Instrument
1	P1SCIHWEFF	P1 E04B Confidence in helping with 9th grade science homework	Parent Instrument
1	P1ENGHWEFF	P1 E04C Confidence in helping with 9th grade English homework	Parent Instrument
1	P1MTHCOMP	P1 E05A Comparison of females' and males' abilities in math	Parent Instrument
1	P1SCICOMP	P1 E05B Comparison of females' and males' abilities in science	Parent Instrument
1	P1ENGCOMP	P1 E05C Comparison of females' and males' abilities in English/language arts	Parent Instrument
1	P1ARTS	P1 E06A Participated in performing/visual arts outside of school in last year	Parent Instrument

File #	Field name	Field label	Section description
1	P1SPORTS	P1 E06B Participated in organized sports outside of school in last year	Parent Instrument
1	P1RELIGGRP	P1 E06C Participated in religious group outside of school in last year	Parent Instrument
1	P1CLUB	P1 E06D Participated in scouting/other group/club outside of school in last year	Parent Instrument
1	P1ACADEMIC	P1 E06E Received academic instruction outside of school in last year	Parent Instrument
1	P1CAMPMS	P1 E06F Participated in math or science camp outside of school in last year	Parent Instrument
1	P1CAMPOTH	P1 E06G Participated in another camp outside of school in last year	Parent Instrument
1	P1NOOUTSCH	P1 E06H Didn't participate in any listed out of school activities in last year	Parent Instrument
1	P1MUSEUM	P1 E07A Went to science or engineering museum with 9th grader in last year	Parent Instrument
1	P1COMPUTER	P1 E07B Worked or played on computer with 9th grader in last year	Parent Instrument
1	P1FIXED	P1 E07C Built or fixed something with 9th grader in last year	Parent Instrument
1	P1SCIFAIR	P1 E07D Attended a school science fair with 9th grader in last year	Parent Instrument
1	P1SCIPROJ	P1 E07E Helped 9th grader with a school science fair project in last year	Parent Instrument
1	P1STEMDISC	P1 E07F Discussed STEM program or article with 9th grader in last year	Parent Instrument
1	P1LIBRARY	P1 E07G Visited a library with 9th grader in last year	Parent Instrument
1	P1SHOW	P1 E07H Went to a play, concert or live show with 9th grader in last year	Parent Instrument
1	P1NOACT	P1 E07I Didn't participate in any listed activities with 9th grader in last year	Parent Instrument
1	P1EDUASPIRE	P1 F01 How far in school would like 9th grader to go	Parent Instrument
1	P1EDUEXPECT	P1 F02 How far in school 9th grader will go	Parent Instrument
1	P1ABLEBA	P1 F03 9th grader has ability to complete a bachelor's degree	Parent Instrument
1	P1ADMITREQ	P1 F04 Family talked w/ counselor/teacher about postsec admission requirements	Parent Instrument
1	P1TYPEPS	P1 F05 Type of postsecondary institution 9th grader will attend first	Parent Instrument
1	P1START	P1 F06 When 9th grader will start education after high school	Parent Instrument
1	P1PUBPRV	P1 F07 9th grader is more likely to go to public or private college	Parent Instrument
1	P1INOUTST	P1 F08 9th grader is more likely to go to public in-state/out-of-state college	Parent Instrument
1	P1TUITION	P1 F09 Has information on tuition and mandatory fees at specific college	Parent Instrument

File #	Field name	Field label	Section description
1	P1COSTIN	P1 F10 Cost of tuition and mandatory fees at public in-state 4-year college	Parent Instrument
1	P1FEEIN	P1 F11 Tuition/fees at public in-state 4-year college includes room and board	Parent Instrument
1	P1COSTPRV	P1 F12 Cost of tuition and mandatory fees at private 4-year college	Parent Instrument
1	P1FEEPRV	P1 F13 What does tuition/fees at private college include	Parent Instrument
1	P1COSTOUT	P1 F14 Cost of tuition/fees at public out-of-state 4-year college	Parent Instrument
1	P1FEEOUT	P1 F15 What does tuition/fees at public out-of-state 4-year college include	Parent Instrument
1	P1ESTIN	P1 F16 Estimate of tuition and mandatory fees at public in-state 4-year college	Parent Instrument
1	P1ESTFEE	P1 F17 What does estimated cost of public in-state 4-year college include	Parent Instrument
1	P1ESTCONF	P1 F18 Confidence in estimate of cost for public in-state 4-year college	Parent Instrument
1	P1HELPPAY	P1 F19 Family plans to help 9th grader pay for postsecondary education	Parent Instrument
1	P1PREPPAY	P1 F20 9th grader's grade when family began financial preparation for education	Parent Instrument
1	P1SAVEDPAY	P1 F21 Amount currently set aside for 9th grader's future educational needs	Parent Instrument
1	P1ACCTPAY	P1 F22 Family has opened account(s) to save for 9th grader's college education	Parent Instrument
1	P1QHELP	P1 G01 Respondent received help in completing questionnaire	Parent Instrument
1	P1QHELP1	P1 G02A 9th grader helped respondent complete questionnaire	Parent Instrument
1	P1QHELP2	P1 G02B Other family member helped respondent complete questionnaire	Parent Instrument
1	P1QHELP3	P1 G02C Respondent's friend helped respondent complete questionnaire	Parent Instrument
1	P1QHELP4	P1 G02D Someone else helped respondent complete questionnaire	Parent Instrument
1	M1SEX	M1 A01 Math teacher's sex	Math Teacher Instrument
1	M1HISP	M1 A02 Math teacher is Hispanic/Latino/Latina	Math Teacher Instrument
1	M1WHITE	M1 A03A Math teacher is White	Math Teacher Instrument
1	M1BLACK	M1 A03B Math teacher is Black	Math Teacher Instrument
1	M1ASIAN	M1 A03C Math teacher is Asian	Math Teacher Instrument
1	M1PACISLE	M1 A03D Math teacher is Native Hawaiian/Pacific Islander	Math Teacher Instrument
1	M1AMINDIAN	M1 A03E Math teacher is American Indian/Alaskan Native	Math Teacher Instrument
1	M1HIDEG	M1 A04 Math teacher's highest degree earned	Math Teacher Instrument
1	M1HIDEGYR	M1 A05 Year math teacher earned highest degree	Math Teacher Instrument

File #	Field name	Field label	Section description
1	M1HIDEGIPEDS	M1 A06B IPEDS ID of math teacher's highest degree institution	Math Teacher Instrument
1	M1HIDEGST	M1 A06D State of math teacher's highest degree institution	Math Teacher Instrument
1	M1HIDEGLEVEL	M1 A06E Level of math teacher's highest degree institution	Math Teacher Instrument
1	M1HIDEGCONT	M1 A06F Control of math teacher's highest degree institution	Math Teacher Instrument
1	M1HIDEGSCHED	M1 A07 Math teacher's highest degree degree awarded by education department	Math Teacher Instrument
1	M1HIMAJV	M1 A08A Math teacher's major for highest degree-verbatim	Math Teacher Instrument
1	M1HIMAJ6	M1 A08C Math teacher's major for highest degree 6-digit CIP code	Math Teacher Instrument
1	M1HIMAJ2	M1 A08B Math teacher's major for highest degree 2-digit CIP code	Math Teacher Instrument
1	M1BAYR	M1 A09 Year math teacher earned bachelor's degree	Math Teacher Instrument
1	M1BAIPEDS	M1 A10B IPEDS ID of math teacher's BA/BS institution	Math Teacher Instrument
1	M1BAST	M1 A10D State of math teacher's BA/BS institution	Math Teacher Instrument
1	M1BALEVEL	M1 A10E Level of math teacher's BA/BS institution	Math Teacher Instrument
1	M1BACONT	M1 A10F Control of math teacher's BA/BS institution	Math Teacher Instrument
1	M1BASCHED	M1 A11 Math teacher's BA/BS degree awarded by education department	Math Teacher Instrument
1	M1BAMAJV	M1 A12A Math teacher's major for BA/BS-verbatim	Math Teacher Instrument
1	M1BAMAJ6	M1 A12C Math teacher's major for BA/BS 6-digit CIP code	Math Teacher Instrument
1	M1BAMAJ2	M1 A12B Math teacher's major for BA/BS 2-digit CIP code	Math Teacher Instrument
1	M1STARTDEG	M1 A13 Math teacher has started but not completed more advanced degree	Math Teacher Instrument
1	M1ALGEBRA	M1 A14A Math teacher took college-level algebra course(s)	Math Teacher Instrument
1	M1APPLIEDMTH	M1 A14B Math teacher took college-level applied mathematics course(s)	Math Teacher Instrument
1	M1CALCULUS	M1 A14C Math teacher took college-level calculus/analysis/differential equations	Math Teacher Instrument
1	M1DISCRETE	M1 A14D Math teacher took college-level discrete math/combinatorics/graph theory	Math Teacher Instrument
1	M1FOUNDATION	M1 A14E Math teacher took college-level math foundations/history/philosophy/logic	Math Teacher Instrument
1	M1GEOMETRY	M1 A14F Math teacher took college-level geometry/trigonometry/topology course(s)	Math Teacher Instrument
1	M1NUMBERTH	M1 A14G Math teacher took college-level number theory course(s)	Math Teacher Instrument
1	M1STATS	M1 A14H Math teacher took college-level probability or statistics course(s)	Math Teacher Instrument

File #	Field name	Field label	Section description
1	M1NOMATH	M1 A14I Math teacher did not take any of these college-level math courses	Math Teacher Instrument
1	M1MATHJOB	M1 A15 Math teacher held math-related job prior to becoming a teacher	Math Teacher Instrument
1	M1ALTCERT	M1 A16 Math teacher entered profession via alternative certification program	Math Teacher Instrument
1	M1CERTTYPE	M1 A17 Type of math teaching certificate currently held by math teacher	Math Teacher Instrument
1	M1CERTK5	M1 A18A Math teacher certified to teach math to grades K-5	Math Teacher Instrument
1	M1CERT68	M1 A18B Math teacher certified to teach math to grades 6-8	Math Teacher Instrument
1	M1CERT912	M1 A18C Math teacher certified to teach math to grades 9-12	Math Teacher Instrument
1	M1MTHYRS912	M1 A19 Years math teacher has taught high school math	Math Teacher Instrument
1	M1TCHYRK8	M1 A20A Years math teacher has taught any subject to grade levels K-8	Math Teacher Instrument
1	M1TCHYR912	M1 A20B Years math teacher has taught any subject to grade levels 9-12	Math Teacher Instrument
1	M1SCHYRS	M1 A21 Years math teacher has taught any subject/grade at current school	Math Teacher Instrument
1	M1PENSION	M1 A22 Math teacher collecting from teacher retirement system/401(k)/403(b)	Math Teacher Instrument
1	M1TEACHING	M1 B01A Math teachers in this school set high standards for teaching	Math Teacher Instrument
1	M1LEARNING	M1 B01B Math teachers in the school set high standards for students' learning	Math Teacher Instrument
1	M1BELIEVE	M1 B01C Math teachers in this school believe all students can do well	Math Teacher Instrument
1	M1CLEARGOALS	M1 B01D Math teachers in this school make goals clear to students	Math Teacher Instrument
1	M1GIVEUP	M1 B01E Math teachers in this school have given up on some students	Math Teacher Instrument
1	M1CARE	M1 B01F Math teachers in this school care only about smart students	Math Teacher Instrument
1	M1EXPECT	M1 B01G Math teachers in this school expect very little from students	Math Teacher Instrument
1	M1WORKHARD	M1 B01H Math teachers in the school work hard to make sure all students learn	Math Teacher Instrument
1	M1COURSE	M1 B02 Student's fall 2009 math course - categorized	Math Teacher Instrument
1	M1ACHIEVE	M1 B03 Achievement of students in math course compared w/ average 9th grader	Math Teacher Instrument
1	M1UNPREPPCT	M1 B04 Percentage of students in math course that are unprepared	Math Teacher Instrument
1	M1GROUP	M1 B05 Math teacher has students work in small groups	Math Teacher Instrument
1	M1ASSIGN	M1 B06 How math teacher assigns students to small groups	Math Teacher Instrument

File #	Field name	Field label	Section description
1	M1INTEREST	M1 B07A Math teacher's emphasis on increasing students' interest in math	Math Teacher Instrument
1	M1CONCEPTS	M1 B07B Math teacher's emphasis on teaching math concepts	Math Teacher Instrument
1	M1ALGORITHM	M1 B07C Math teacher's emphasis on teaching math algorithms/procedures	Math Teacher Instrument
1	M1COMPSKILLS	M1 B07D Math teacher's emphasis on developing computational skills	Math Teacher Instrument
1	M1PROBLEM	M1 B07E Math teacher's emphasis on developing problem solving skills	Math Teacher Instrument
1	M1REASON	M1 B07F Math teacher's emphasis on reasoning mathematically	Math Teacher Instrument
1	M1IDEAS	M1 B07G Math teacher's emphasis on connecting math ideas	Math Teacher Instrument
1	M1PREPARE	M1 B07H Math teacher's emphasis on preparation for further math study	Math Teacher Instrument
1	M1LOGIC	M1 B07I Math teacher's emphasis on logical structure of mathematics	Math Teacher Instrument
1	M1HISTORY	M1 B07J Math teacher's emphasis on history and nature of math	Math Teacher Instrument
1	M1EXPLAIN	M1 B07K Math teacher's emphasis on effectively explaining math ideas	Math Teacher Instrument
1	M1BUSINESS	M1 B07L Math teacher's emphasis on business/industry applications of math	Math Teacher Instrument
1	M1COMPUTE	M1 B07M Math teacher's emphasis on speedy/accurate computations	Math Teacher Instrument
1	M1TEST	M1 B07N Math teacher's emphasis on standardized test preparation	Math Teacher Instrument
1	M1ADVSENIOR	M1 B08A Advanced math courses assigned to teachers with the most seniority	Math Teacher Instrument
1	M1ADVBCKGRND	M1 B08B Advanced math courses assigned to teachers with strongest background	Math Teacher Instrument
1	M1ADVALL	M1 B08C Advanced math courses assigned to all or most math teachers	Math Teacher Instrument
1	M1NCNEW	M1 B08D Non-college prep math courses assigned to teachers new to profession	Math Teacher Instrument
1	M1NCLOW	M1 B08E Non-college prep math courses assigned to teachers w/ low performers	Math Teacher Instrument
1	M1NCALL	M1 B08F Non-college prep math courses assigned to all/most math teachers	Math Teacher Instrument
1	M1HELPAVAIL	M1 B09A Rating of availability of algebra 1 remedial assistance for students	Math Teacher Instrument
1	M1HELPQUALTY	M1 B09B Rating of quality of algebra 1 tutoring/remedial assistance for students	Math Teacher Instrument
1	M1SHRIDEAS	M1 B10A Math teachers in this department share ideas on teaching	Math Teacher Instrument

File #	Field name	Field label	Section description
1	M1WORKSHOP	M1 B10B Math teachers in dept discuss what was learned at workshop/conference	Math Teacher Instrument
1	M1SHRSTWRK	M1 B10C Math teachers in this department share and discuss student work	Math Teacher Instrument
1	M1SHRLESSONS	M1 B10D Math teachers in this dept discuss lessons that were not successful	Math Teacher Instrument
1	M1SHRBELIEFS	M1 B10E Math teachers in this dept discuss beliefs about teaching/learning	Math Teacher Instrument
1	M1SHRMTHDS	M1 B10F Math teachers in dept share research on effective teaching methods	Math Teacher Instrument
1	M1SHRELL	M1 B10G Math teachers in dept share research on ELL instructional practices	Math Teacher Instrument
1	M1SHRAPPRCH	M1 B10H Math teachers in dept explore approaches for underperforming students	Math Teacher Instrument
1	M1SHRCONTENT	M1 B10I Math teachers in dept coordinate course content with other teachers	Math Teacher Instrument
1	M1EFFECTIVE	M1 B10J Math teachers in dept are effective at teaching students in math	Math Teacher Instrument
1	M1MENTOR	M1 B10K Math teachers in this dept provide support to new math teachers	Math Teacher Instrument
1	M1CHAIR	M1 B10L Math teachers are supported/encouraged by math department's chair	Math Teacher Instrument
1	M1ENGCOMP	M1 D01A Comparison of females' and males' abilities in English or language arts	Math Teacher Instrument
1	M1MTHCOMP	M1 D01B Comparison of females' and males' abilities in math	Math Teacher Instrument
1	M1SCICOMP	M1 D01C Comparison of females' and males' abilities in science	Math Teacher Instrument
1	M1TARDY	M1 D02A Student tardiness is a problem at this school	Math Teacher Instrument
1	M1STUABSENT	M1 D02B Student absenteeism is a problem at this school	Math Teacher Instrument
1	M1CUT	M1 D02C Student class cutting is a problem at this school	Math Teacher Instrument
1	M1TCHRABSENT	M1 D02D Teacher absenteeism is a problem at this school	Math Teacher Instrument
1	M1DROPOUT	M1 D02E Students dropping out is a problem at this school	Math Teacher Instrument
1	M1APATHY	M1 D02F Student apathy is a problem at this school	Math Teacher Instrument
1	M1INVOLVEMNT	M1 D02G Lack of parental involvement is a problem at this school	Math Teacher Instrument
1	M1UNPREPPROB	M1 D02H Students coming unprepared to learn is a problem at this school	Math Teacher Instrument
1	M1HEALTH	M1 D02I Poor student health is a problem at this school	Math Teacher Instrument
1	M1RESOURCES	M1 D02J Lack of teacher resources and materials is a problem at this school	Math Teacher Instrument
1	M1ABLRANGE	M1 D03A Teaching is limited by different academic abilities in the same class	Math Teacher Instrument

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

File #	Field name	Field label	Section description
1	M1HOMEFX	M1 D04H Cannot do much b/c student motivation/performance depends on home	Math Teacher Instrument
1	M1PRESSURES	M1 D05A School's principal deals w/ outside pressures interfering with teaching	Math Teacher Instrument
1	M1POORJOBRES	M1 D05B School's principal does poor job of getting resources for this school	Math Teacher Instrument
1	M1PSETSPRIO	M1 D05C School's principal sets priorities and sees that they are carried out	Math Teacher Instrument
1	M1PSCHVISION	M1 D05D School's principal communicates kind of school that is wanted to staff	Math Teacher Instrument
1	M1PCOMEXP	M1 D05E School's principal lets staff members know what is expected of them	Math Teacher Instrument
1	M1PINNOVATE	M1 D05F School's principal is interested in innovation and new ideas	Math Teacher Instrument
1	M1PCONSULTS	M1 D05G School's principal consults staff before making decisions affecting them	Math Teacher Instrument
1	M1TSCHDISC	M1 D06A Teachers at this school help maintain discipline in the entire school	Math Teacher Instrument
1	M1TIMPROVE	M1 D06B Teachers at this school take responsibility for improving the school	Math Teacher Instrument
1	M1TSETSTDS	M1 D06C Teachers at this school set high standards for themselves	Math Teacher Instrument
1	M1TSELFDEV	M1 D06D Teachers at school feel responsible for developing student self-control	Math Teacher Instrument
1	M1THELPBEST	M1 D06E Teachers at school feel responsible for helping each other do their best	Math Teacher Instrument
1	M1TALLLEARN	M1 D06F Teachers at this school feel responsible that all students learn	Math Teacher Instrument
1	M1TFAIL	M1 D06G Teachers at school feel responsible when students in this school fail	Math Teacher Instrument
1	N1SEX	N1 A01 Science teacher's sex	Science Teacher Instrument
1	N1HISP	N1 A02 Science teacher is Hispanic/Latino/Latina	Science Teacher Instrument
1	N1WHITE	N1 A03A Science teacher is White	Science Teacher Instrument
1	N1BLACK	N1 A03B Science teacher is Black	Science Teacher Instrument
1	N1ASIAN	N1 A03C Science teacher is Asian	Science Teacher Instrument
1	N1PACISLE	N1 A03D Science teacher is Native Hawaiian/Pacific Islander	Science Teacher Instrument
1	N1AMINDIAN	N1 A03E Science teacher is American Indian/Alaskan Native	Science Teacher Instrument
1	N1HIDEG	N1 A04 Science teacher's highest degree earned	Science Teacher Instrument
1	N1HIDEGYR	N1 A05 Year science teacher earned highest degree	Science Teacher Instrument
1	N1HIDEGIPEDS	N1 A06B IPEDS ID of science teacher's highest degree institution	Science Teacher Instrument
1	N1HIDEGST	N1 A06D State of science teacher's highest degree institution	Science Teacher Instrument

File #	Field name	Field label	Section description
1	N1HIDEGLEVEL	N1 A06E Level of science teacher's highest degree institution	Science Teacher Instrument
1	N1HIDEGCONT	N1 A06F Control of science teacher's highest degree institution	Science Teacher Instrument
1	N1HIDEGSCHED	N1 A07 Science teacher's highest degree awarded by education department	Science Teacher Instrument
1	N1HIMAJV	N1 A08A Science teacher's major for highest degree-verbatim	Science Teacher Instrument
1	N1HIMAJ6	N1 A08C Science teacher's major for highest degree 6-digit CIP code	Science Teacher Instrument
1	N1HIMAJ2	N1 A08B Science teacher's major for highest degree 2-digit CIP code	Science Teacher Instrument
1	N1BAYR	N1 A09 Year science teacher earned bachelor's degree	Science Teacher Instrument
1	N1BAIPEDS	N1 A10B IPEDS ID of science teacher's BA/BS institution	Science Teacher Instrument
1	N1BAST	N1 A10D State of science teacher's BA/BS institution	Science Teacher Instrument
1	N1BALEVEL	N1 A10E Level of science teacher's BA/BS institution	Science Teacher Instrument
1	N1BACONT	N1 A10F Control of science teacher's BA/BS institution	Science Teacher Instrument
1	N1BASCHED	N1 A11 Science teacher's BA/BS degree awarded by education department	Science Teacher Instrument
1	N1BAMAJV	N1 A12A Science teacher's major for BA/BS-verbatim	Science Teacher Instrument
1	N1BAMAJ6	N1 A12C Science teacher's major for BA/BS 6-digit CIP	Science Teacher Instrument
1	N1BAMAJ2	N1 A12B Science teacher's major for BA/BS 2-digit CIP	Science Teacher Instrument
1	N1STARTDEG	N1 A13 Science teacher has started but not completed more advanced degree	Science Teacher Instrument
1	N1BIOLOGY	N1 A14A Science teacher has taken college-level biology/life science course(s)	Science Teacher Instrument
1	N1CHEMISTRY	N1 A14B Science teacher has taken college-level chemistry course(s)	Science Teacher Instrument
1	N1EARTHSCI	N1 A14C Science teacher has taken college-level earth/space science course(s)	Science Teacher Instrument
1	N1PHYSICS	N1 A14D Science teacher has taken college-level physics course(s)	Science Teacher Instrument
1	N1ENGINEER	N1 A14E Science teacher has taken college-level engineering course(s)	Science Teacher Instrument
1	N1PHYSSCI	N1 A14F Science teacher has taken college-level physical science course(s)	Science Teacher Instrument
1	N1NOSCIENCE	N1 A14G Science teacher hasn't taken any of these college-level science courses	Science Teacher Instrument
1	N1ANATOMY	N1 A15A Science teacher has taken college-level anatomy or physiology course(s)	Science Teacher Instrument
1	N1BOTANY	N1 A15B Science teacher has taken college-level botany/plant physiology course	Science Teacher Instrument
1	N1CELLBIO	N1 A15C Science teacher has taken college-level cell biology course(s)	Science Teacher Instrument
1	N1ECOLOGY	N1 A15D Science teacher has taken college-level ecology course(s)	Science Teacher Instrument

File #	Field name	Field label	Section description
1	N1ENTOMOLOGY	N1 A15E Science teacher has taken college-level entomology course(s)	Science Teacher Instrument
1	N1GENETICS	N1 A15F Science teacher has taken college-level genetics or evolution course(s)	Science Teacher Instrument
1	N1MICROBIO	N1 A15G Science teacher has taken college-level microbiology course(s)	Science Teacher Instrument
1	N1ZOOLOGY	N1 A15H Science teacher has taken college-level zoology/animal behavior course	Science Teacher Instrument
1	N1NOBIOLIFE	N1 A15I Science teacher hasn't taken any college-level biology/life sci courses	Science Teacher Instrument
1	N1ANLYTICHEM	N1 A16A Science teacher has taken college-level analytical chemistry course(s)	Science Teacher Instrument
1	N1BIOCHEM	N1 A16B Science teacher has taken college-level biochemistry course(s)	Science Teacher Instrument
1	N1ORGCHEM	N1 A16C Science teacher has taken college-level organic chemistry course(s)	Science Teacher Instrument
1	N1PHYSCHEM	N1 A16D Science teacher has taken college-level physical chemistry course(s)	Science Teacher Instrument
1	N1NOCHEM	N1 A16E Science teacher hasn't taken any college-level chemistry courses	Science Teacher Instrument
1	N1ASTRONOMY	N1 A17A Science teacher has taken college-level astronomy course(s)	Science Teacher Instrument
1	N1ENVSCI	N1 A17B Science teacher has taken college-level environmental science course(s)	Science Teacher Instrument
1	N1GEOLOGY	N1 A17C Science teacher has taken college-level geology course(s)	Science Teacher Instrument
1	N1METEOROLGY	N1 A17D Science teacher has taken college-level meteorology course(s)	Science Teacher Instrument
1	N1OCEAN	N1 A17E Science teacher has taken college-level oceanography course(s)	Science Teacher Instrument
1	N1PHYSGEOG	N1 A17F Science teacher has taken college-level physical geography course(s)	Science Teacher Instrument
1	N1NOEARTHSCI	N1 A17G Science teacher hasn't taken any college-level earth/space science	Science Teacher Instrument
1	N1ELECTRICTY	N1 A18A Science teacher has taken college-level electricity/magnetism course(s)	Science Teacher Instrument
1	N1HEAT	N1 A18B Science teacher has taken college-level heat/thermodynamics course(s)	Science Teacher Instrument
1	N1MECHANICS	N1 A18C Science teacher has taken college-level mechanics course(s)	Science Teacher Instrument
1	N1QUANTUM	N1 A18D Science teacher has taken college-level modern/quantum physics course(s)	Science Teacher Instrument
1	N1NUCLEAR	N1 A18E Science teacher has taken college-level nuclear physics course(s)	Science Teacher Instrument
1	N1OPTICS	N1 A18F Science teacher has taken college-level optics course(s)	Science Teacher Instrument

File #	Field name	Field label	Section description
1	N1NOPHYSICS	N1 A18G Science teacher hasn't taken any college-level physics courses	Science Teacher Instrument
1	N1SCIJOB	N1 A19 Science teacher held science-related job prior to becoming a teacher	Science Teacher Instrument
1	N1ALTCERT	N1 A20 Science teacher entered profession via alternative certification program	Science Teacher Instrument
1	N1CERTTYPE	N1 A21 Type of science teaching certificate currently held by science teacher	Science Teacher Instrument
1	N1CERTK5	N1 A22A Science teacher certified to teach science to grades K-5	Science Teacher Instrument
1	N1CERT68	N1 A22B Science teacher certified to teach science to grades 6-8	Science Teacher Instrument
1	N1CERTBIO912	N1 A22C Science teacher certified to teach biology/life science to grades 9-12	Science Teacher Instrument
1	N1CERTPHY912	N1 A22D Science teacher certified to teach HS chemistry/physics/physical science	Science Teacher Instrument
1	N1CERTERT912	N1 A22E Science teacher certified to teach earth/space science to grades 9-12	Science Teacher Instrument
1	N1SCIYRS912	N1 A23 Years science teacher has taught high school science	Science Teacher Instrument
1	N1TCHYRK8	N1 A24A Years science teacher has taught any subject to grade levels K-8	Science Teacher Instrument
1	N1TCHYR912	N1 A24B Years science teacher has taught any subject to grade levels 9-12	Science Teacher Instrument
1	N1SCHYRS	N1 A25 Years science teacher has taught any subject/grade at current school	Science Teacher Instrument
1	N1PENSION	N1 A26 Science teacher collecting from teacher retirement system/401(k)/403(b)	Science Teacher Instrument
1	N1TEACHING	N1 C01A Science teachers in this school set high standards for teaching	Science Teacher Instrument
1	N1LEARNING	N1 C01B Science teachers in the school set high standards for students' learning	Science Teacher Instrument
1	N1BELIEVE	N1 C01C Science teachers in this school believe all students can do well	Science Teacher Instrument
1	N1CLEARGOALS	N1 C01D Science teachers in this school make goals clear to students	Science Teacher Instrument
1	N1GIVEUP	N1 C01E Science teachers in this school have given up on some students	Science Teacher Instrument
1	N1CARE	N1 C01F Science teachers in this school care only about smart students	Science Teacher Instrument
1	N1EXPECT	N1 C01G Science teachers in this school expect very little from students	Science Teacher Instrument
1	N1WORKHARD	N1 C01H Science teachers in the school work hard to make sure all students learn	Science Teacher Instrument
1	N1COURSE	N1 C02 Student's fall 2009 science course - categorized	Science Teacher Instrument
1	N1ACHIEVE	N1 C03 Achievement of students in science course compared w/ average 9th grader	Science Teacher Instrument

File #	Field name	Field label	Section description
1	N1UNPREPPCT	N1 C04 Percentage of students in science course that are unprepared	Science Teacher Instrument
1	N1GROUP	N1 C05 Science teacher has students work in small groups	Science Teacher Instrument
1	N1ASSIGN	N1 C06 How science teacher assigns students to small groups	Science Teacher Instrument
1	N1INTEREST	N1 C07A Science teacher's emphasis on increasing students' interest in science	Science Teacher Instrument
1	N1CONCEPTS	N1 C07B Science teacher's emphasis on teaching basic science concepts	Science Teacher Instrument
1	N1TERMS	N1 C07C Science teacher's emphasis on important science terms/facts	Science Teacher Instrument
1	N1SKILLS	N1 C07D Science teacher's emphasis on science process/inquiry skills	Science Teacher Instrument
1	N1PREPARE	N1 C07E Science teacher's emphasis on preparation for further science study	Science Teacher Instrument
1	N1EVIDENCE	N1 C07F Science teacher's emphasis on evaluating arguments based on evidence	Science Teacher Instrument
1	N1IDEAS	N1 C07G Science teacher's emphasis on effectively communicating science ideas	Science Teacher Instrument
1	N1BUSINESS	N1 C07H Science teacher's emphasis on business/industry applications of science	Science Teacher Instrument
1	N1SOCIETY	N1 C07I Science teacher's emphasis on relationship between science/tech/society	Science Teacher Instrument
1	N1HISTORY	N1 C07J Science teacher's emphasis on history/nature of science	Science Teacher Instrument
1	N1TEST	N1 C07K Science teacher's emphasis on standardized test preparation	Science Teacher Instrument
1	N1ADVSENIOR	N1 C08A Advanced science courses assigned to teachers with the most seniority	Science Teacher Instrument
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1	N1NCNEW	N1 C08D Non-college prep science courses assigned to teachers new to profession	Science Teacher Instrument
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1	N1SHRIDEAS	N1 C09A Science teachers in this department share ideas on teaching	Science Teacher Instrument
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1	N1SHRLESSONS	N1 C09D Science teachers in this dept discuss lessons that were not successful	Science Teacher Instrument
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1	N1SHRMTHDS	N1 C09F Science teachers in dept share research on effective teaching methods	Science Teacher Instrument
1	N1SHRELL	N1 C09G Science teachers in dept share research on ELL instructional practices	Science Teacher Instrument
1	N1SHRAPPRCH	N1 C09H Science teachers in dept explore approaches for underperforming students	Science Teacher Instrument
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1	N1TARDY	N1 D02A Student tardiness is a problem at this school	Science Teacher Instrument
1	N1STUABSENT	N1 D02B Student absenteeism is a problem at this school	Science Teacher Instrument
1	N1CUT	N1 D02C Student class cutting is a problem at this school	Science Teacher Instrument
1	N1TCHRABSENT	N1 D02D Teacher absenteeism is a problem at this school	Science Teacher Instrument
1	N1DROPOUT	N1 D02E Students dropping out is a problem at this school	Science Teacher Instrument
1	N1APATHY	N1 D02F Student apathy is a problem at this school	Science Teacher Instrument
1	N1INVOLVEMNT	N1 D02G Lack of parental involvement is a problem at this school	Science Teacher Instrument
1	N1UNPREPPROB	N1 D02H Students coming unprepared to learn is a problem at this school	Science Teacher Instrument
1	N1HEALTH	N1 D02I Poor student health is a problem at this school	Science Teacher Instrument
1	N1RESOURCES	N1 D02J Lack of teacher resources and materials is a problem at this school	Science Teacher Instrument
1	N1ABLRANGE	N1 D03A Teaching is limited by different academic abilities in the same class	Science Teacher Instrument
1	N1SESRANGE	N1 D03B Teaching is limited by students with wide range of SES backgrounds	Science Teacher Instrument
1	N1LANGRANGE	N1 D03C Teaching is limited by students with wide range of language backgrounds	Science Teacher Instrument

File #	Field name	Field label	Section description
1	N1SPECNEED	N1 D03D Teaching is limited by students with special needs	Science Teacher Instrument
1	N1UNINTEREST	N1 D03E Teaching is limited by uninterested students	Science Teacher Instrument
1	N1MORALE	N1 D03F Teaching is limited by low morale among students	Science Teacher Instrument
1	N1DISRUPT	N1 D03G Teaching is limited by disruptive students	Science Teacher Instrument
1	N1PROFDEV	N1 D03H Teaching is limited by inadequate professional learning opportunities	Science Teacher Instrument
1	N1ADMSUPPORT	N1 D03I Teaching is limited by inadequate administrative support	Science Teacher Instrument
1	N1COMPUTER	N1 D03J Teaching is limited by shortage of computer hardware/software	Science Teacher Instrument
1	N1TECHSUPPRT	N1 D03K Teaching is limited by shortage of support for using computers	Science Teacher Instrument
1	N1BOOKS	N1 D03L Teaching is limited by shortage of textbooks for student use	Science Teacher Instrument
1	N1STUEQUIP	N1 D03M Teaching is limited by shortage of instructional equipment for students	Science Teacher Instrument
1	N1DEMOEQUIP	N1 D03N Teaching is limited by shortage of equipment for demonstrations	Science Teacher Instrument
1	N1FACILITIES	N1 D03O Teaching is limited by inadequate physical facilities	Science Teacher Instrument
1	N1RATIO	N1 D03P Teaching is limited by high student to teacher ratio	Science Teacher Instrument
1	N1PLANNING	N1 D03Q Teaching is limited by lack of planning time	Science Teacher Instrument
1	N1AUTONOMY	N1 D03R Teaching is limited by lack of autonomy in instructional decisions	Science Teacher Instrument
1	N1FAMSUPPORT	N1 D03S Teaching is limited by lack of parent/family support	Science Teacher Instrument
1	N1FAMILY	N1 D04A Amount a student can learn is primarily related to family background	Science Teacher Instrument
1	N1DISCIPLINE	N1 D04B Students not disciplined at home not likely to accept school discipline	Science Teacher Instrument
1	N1STUACHIEVE	N1 D04C Teachers are limited b/c home environment influences student achievement	Science Teacher Instrument
1	N1PARENT	N1 D04D If parents would do more for children teacher could do more for students	Science Teacher Instrument
1	N1RETAIN	N1 D04E Knows how to increase student retention of info from lesson to lesson	Science Teacher Instrument
1	N1REDIRECT	N1 D04F Knows techniques to redirect disruptive students quickly	Science Teacher Instrument
1	N1GETTHRU	N1 D04G Can get through to even the most difficult or unmotivated students	Science Teacher Instrument
1	N1HOMEFX	N1 D04H Cannot do much b/c student motivation/performance depends on home	Science Teacher Instrument
1	N1PRESSURES	N1 D05A School's principal deals w/ outside pressures interfering with teaching	Science Teacher Instrument

File #	Field name	Field label	Section description
1	N1POORJOBRES	N1 D05B School's principal does poor job of getting resources for this school	Science Teacher Instrument
1	N1PSETSPRIO	N1 D05C School's principal sets priorities and sees that they are carried out	Science Teacher Instrument
1	N1PSCHVISION	N1 D05D School's principal communicates kind of school that is wanted to staff	Science Teacher Instrument
1	N1PCOMEXP	N1 D05E School's principal lets staff members know what is expected of them	Science Teacher Instrument
1	N1PINNOVATE	N1 D05F School's principal is interested in innovation and new ideas	Science Teacher Instrument
1	N1PCONSULTS	N1 D05G School's principal consults staff before making decisions affecting them	Science Teacher Instrument
1	N1TSCHDISC	N1 D06A Teachers at this school help maintain discipline in the entire school	Science Teacher Instrument
1	N1TIMPROVE	N1 D06B Teachers at this school take responsibility for improving the school	Science Teacher Instrument
1	N1TSETSTDS	N1 D06C Teachers at this school set high standards for themselves	Science Teacher Instrument
1	N1TSELFDEV	N1 D06D Teachers at school feel responsible for developing student self-control	Science Teacher Instrument
1	N1THELPBEST	N1 D06E Teachers at school feel responsible for helping each other do their best	Science Teacher Instrument
1	N1TALLLEARN	N1 D06F Teachers at this school feel responsible that all students learn	Science Teacher Instrument
1	N1TFAIL	N1 D06G Teachers at school feel responsible when students in this school fail	Science Teacher Instrument
1	A1GRADEPREK	A1 A01A School includes pre-kindergarten	Administrator Instrument
1	A1GRADEK	A1 A01B School includes kindergarten	Administrator Instrument
1	A1GRADE1	A1 A01C School includes 1st grade	Administrator Instrument
1	A1GRADE2	A1 A01D School includes 2nd grade	Administrator Instrument
1	A1GRADE3	A1 A01E School includes 3rd grade	Administrator Instrument
1	A1GRADE4	A1 A01F School includes 4th grade	Administrator Instrument
1	A1GRADE5	A1 A01G School includes 5th grade	Administrator Instrument
1	A1GRADE6	A1 A01H School includes 6th grade	Administrator Instrument
1	A1GRADE7	A1 A01I School includes 7th grade	Administrator Instrument
1	A1GRADE8	A1 A01J School includes 8th grade	Administrator Instrument
1	A1GRADE9	A1 A01K School includes 9th grade	Administrator Instrument
1	A1GRADE10	A1 A01L School includes 10th grade	Administrator Instrument
1	A1GRADE11	A1 A01M School includes 11th grade	Administrator Instrument
1	A1GRADE12	A1 A01N School includes 12th grade	Administrator Instrument
1	A1GRADE13	A1 A01O School includes grades above 12th	Administrator Instrument
1	A1UNGRADED	A1 A01P School includes ungraded level(s)	Administrator Instrument
1	A1SCHCONTROL	A1 A02 School control	Administrator Instrument
1	A1RELIGIOUS	A1 A03 Whether school has a religious orientation or purpose	Administrator Instrument

File #	Field name	Field label	Section description
1	A1RELIGTYPE	A1 A04 School's religious orientation	Administrator Instrument
1	A1SINGLESEX	A1 A05 Whether school is a single-sex school	Administrator Instrument
1	A1SCHTYPE	A1 A06 School type	Administrator Instrument
1	A1SCHSPFOCUS	A1 A07 Whether school's special focus is math or science	Administrator Instrument
1	A1CHOICEPROG	A1 A08 School participates in public school choice program	Administrator Instrument
1	A1CHOICEIN	A1 A09A School's students can enroll in another school within district	Administrator Instrument
1	A1CHOICEOUT	A1 A09B School's students can enroll in a school in another district at no cost	Administrator Instrument
1	A1CHOICESCH	A1 A09C Students from other districts can enroll in school at no tuition cost	Administrator Instrument
1	A1CHOICEPRIV	A1 A09D School's students can enroll in private school using state/district fund	Administrator Instrument
1	A1CHOICEOTHR	A1 A09E School participates in another public school choice program	Administrator Instrument
1	A1YRROUND	A1 A10 Whether school is a year round school	Administrator Instrument
1	A1CALENDAR	A1 A11 Academic calendar type	Administrator Instrument
1	A1SCHEDULE	A1 A12 Course schedule type	Administrator Instrument
1	A1TRADMINS	A1 A13 Length of traditional schedule courses	Administrator Instrument
1	A1ACADBLOCK	A1 A14A Whether academic courses are block scheduled	Administrator Instrument
1	A1VOCBLOCK	A1 A14B Whether vocational/technical courses are block scheduled	Administrator Instrument
1	A1OTHRBLOCK	A1 A14C Whether other courses are block scheduled	Administrator Instrument
1	A1ABLOCKMINS	A1 A15 Length of block-scheduled academic courses	Administrator Instrument
1	A1VBLOCKMINS	A1 A16 Length of block-scheduled vocational/technical courses	Administrator Instrument
1	A1OBLOCKMINS	A1 A17 Length of other block-scheduled courses	Administrator Instrument
1	A1CLASSHRS	A1 A18 Average instruction hours per day	Administrator Instrument
1	A1ADA	A1 A19 Average daily attendance percentage for high school students	Administrator Instrument
1	A1NOTIFY	A1 A20 Whether parents are notified when students are absent without an excuse	Administrator Instrument
1	A1TRANSFRALT	A1 A21 % of 08-09 students transferred out to an alternative program/school	Administrator Instrument
1	A1AYP	A1 A22 School is currently in need of improvement due to AYP requirements	Administrator Instrument
1	A1AYPYR	A1 A23 Year of AYP improvement as of 09-10 school year	Administrator Instrument
1	A1MADEAYP	A1 A24 Whether school made AYP at the end of the 2008-2009 school year	Administrator Instrument
1	A1MTHSCIFAIR	A1 A25A Holds math or science fairs/workshops/competitions	Administrator Instrument
1	A1MSSUMMER	A1 A25B Partners w/ college/university that offers math/science summer program	Administrator Instrument

File #	Field name	Field label	Section description
1	A1MSAFTERSCH	A1 A25C Sponsors a math or science after-school program	Administrator Instrument
1	A1MSMENTOR	A1 A25D Pairs students with mentors in math or science	Administrator Instrument
1	A1MSSPEAKER	A1 A25E Brings in guest speakers to talk about math or science	Administrator Instrument
1	A1MSFLDTRIP	A1 A25F Takes students on math- or science-relevant field trips	Administrator Instrument
1	A1MSPRGMS	A1 A25G Tells students about math/science contests/websites/blogs/other programs	Administrator Instrument
1	A1MESA	A1 A25H Partners with MESA or a similar enrichment-model program	Administrator Instrument
1	A1MSPDLEARN	A1 A25I Requires teacher prof development in how students learn math/science	Administrator Instrument
1	A1MSPDINTRST	A1 A25J Requires teacher prof development in increasing interest in math/science	Administrator Instrument
1	A1MSOTHER	A1 A25K Raises students math/science interest/achievement in another way	Administrator Instrument
1	A1MSNONE	A1 A25L Doesn't do any of these to raise math/science interest/achievement	Administrator Instrument
1	A1G9SUMMER	A1 A26A Offers pre-HS summer reading/math instruction for struggling 9th graders	Administrator Instrument
1	A1G9OVERAGE	A1 A26B Offers learning communities for over-age student lacking HS prerequisite	Administrator Instrument
1	A1G9COMMUNTY	A1 A26C Offers 9th grade learning communities separate from rest of school	Administrator Instrument
1	A1G9BLOCKSCH	A1 A26D Offers block scheduling to assist struggling 9th graders	Administrator Instrument
1	A1G9DOUBLE	A1 A26E Offers catch-up courses/double-dosing to assist struggling 9th graders	Administrator Instrument
1	A1G9STUDY	A1 A26F Offers study skill seminar/class for struggling 9th graders	Administrator Instrument
1	A1G9TEACHER	A1 A26G Offers assistance for teachers working with struggling 9th graders	Administrator Instrument
1	A1G9TUTOR	A1 A26H Offers tutoring to assist struggling 9th graders	Administrator Instrument
1	A1G9OTHRPROG	A1 A26I Offers another program to assist struggling 9th graders	Administrator Instrument
1	A1G9NOPROG	A1 A26J School has no programs to assist struggling 9th graders	Administrator Instrument
1	A1G9ABSENTEE	A1 A27A Grade 9 academic assistance recommended based on absentee record	Administrator Instrument
1	A1G9GRADES	A1 A27B Grade 9 academic assistance recommended based on poor/failing grades	Administrator Instrument
1	A1G9BEHIND	A1 A27C Grade 9 acad assistance recommended based on being behind on credits	Administrator Instrument
1	A1G9BEHAVE	A1 A27D Grade 9 academic assistance recommended based on disciplinary problems	Administrator Instrument

File #	Field name	Field label	Section description
1	A1G9TCHREF	A1 A27E Grade 9 academic assistance recommended based on teacher referral	Administrator Instrument
1	A1G9CNSLREF	A1 A27F Grade 9 academic assistance recommended based on counselor referral	Administrator Instrument
1	A1G9PRNTREF	A1 A27G Grade 9 academic assistance recommended based on parental request	Administrator Instrument
1	A1G9REQUEST	A1 A27H Grade 9 academic assistance recommended based on student request	Administrator Instrument
1	A1G9OTHER	A1 A27I Grade 9 academic assistance recommendations based on something else	Administrator Instrument
1	A1CAPACITY	A1 B01 Percent capacity to which school is filled	Administrator Instrument
1	A1OFFERALT	A1 B02A Alternative program offered on-site	Administrator Instrument
1	A1OFFERDOPRV	A1 B02B Dropout prevention program offered on-site	Administrator Instrument
1	A1OFFERAP	A1 B02C College Board Advanced Placement (AP) courses offered on-site	Administrator Instrument
1	A1OFFERNONE	A1 B02D None of these programs or courses are offered on-site	Administrator Instrument
1	A1FREELUNCH	A1 B03A % of student body receiving free or reduced-price lunch	Administrator Instrument
1	A1ELL	A1 B03B % of student body who are English language learners	Administrator Instrument
1	A1SPECIALED	A1 B03C % of student body receiving Special Education services for disabilities	Administrator Instrument
1	A1ALTPROG	A1 B03D % of student body enrolled in an alternative program	Administrator Instrument
1	A1DROPOUTPRV	A1 B03E % of student body enrolled in a dropout prevention program	Administrator Instrument
1	A1AP	A1 B03F % of student body enrolled in Advanced Placement courses	Administrator Instrument
1	A1HISPSTU	A1 B04A % of student body of Hispanic/Latino/Latina origin	Administrator Instrument
1	A1WHITESTU	A1 B04B % of student body that is White	Administrator Instrument
1	A1BLACKSTU	A1 B04C % of student body that is Black or African American	Administrator Instrument
1	A1ASIANPISTU	A1 B04D % of student body that is Asian or Pacific Islander	Administrator Instrument
1	A1AMINDIANST	A1 B04E % of student body that is American Indian or Alaska Native	Administrator Instrument
1	A1REPEATG9	A1 B05 % of the 2009-2010 9th-grade class that is repeating 9th grade	Administrator Instrument
1	A1RETURN09	A1 B06 % of 9th graders enrolled in this school Sept 2008 returned Sept 2009	Administrator Instrument
1	A14YRDEGREE	A1 B07A % of 08-09 seniors who went to 4-year bachelor's-granting institution	Administrator Instrument
1	A12YRDEGREE	A1 B07B % of 08-09 seniors who went to associates-granting/technical institution	Administrator Instrument
1	A1WORK	A1 B07C % of 08-09 seniors who entered the workforce	Administrator Instrument

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

File #	Field name	Field label	Section description
1	A1ONGEOM	A1 D01H School offers geometry on-site	Administrator Instrument
1	A1ONTRIG	A1 D01I School offers trigonometry on-site	Administrator Instrument
1	A1ONALG3	A1 D01J School offers algebra III on-site	Administrator Instrument
1	A1ONANGEOM	A1 D01K School offers analytic geometry on-site	Administrator Instrument
1	A1ONCLC	A1 D01L School offers calculus on-site	Administrator Instrument
1	A1ONCLCAPAB	A1 D01M School offers calculus AP (AB) on-site	Administrator Instrument
1	A1ONCLCAPBC	A1 D01N School offers calculus AP (BC) on-site	Administrator Instrument
1	A1ONCLCAPIB	A1 D01O School offers calculus IB on-site	Administrator Instrument
1	A1ONCMPSCI	A1 D01P School offers computer science on-site	Administrator Instrument
1	A1ONCMPSCIA	A1 D01Q School offers computer science AP (A) on-site	Administrator Instrument
1	A1ONCMPSCIB	A1 D01R School offers computer science AP (AB) on-site	Administrator Instrument
1	A1ONSTATS	A1 D01S School offers statistics or probability on-site	Administrator Instrument
1	A1ONSTATSAP	A1 D01T School offers statistics AP on-site	Administrator Instrument
1	A1OFFPREALG	A1 D02A School offers pre-algebra through some other means	Administrator Instrument
1	A1OFFRMTH	A1 D02B School offers review or remedial math through some other means	Administrator Instrument
1	A1OFFINTMTH1	A1 D02C School offers Integrated Math I through some other means	Administrator Instrument
1	A1OFFINTMTH2	A1 D02D School offers integrated math II or above through some other means	Administrator Instrument
1	A1OFFALGP1P2	A1 D02E School offers algebra I, part 1 and part 2 through some other means	Administrator Instrument
1	A1OFFALG1	A1 D02F School offers algebra I through some other means	Administrator Instrument
1	A1OFFALG2	A1 D02G School offers algebra II through some other means	Administrator Instrument
1	A1OFFGEOM	A1 D02H School offers geometry through some other means	Administrator Instrument
1	A1OFFTRIG	A1 D02J School offers trigonometry through some other means	Administrator Instrument
1	A1OFFALG3	A1 D02K School offers algebra III through some other means	Administrator Instrument
1	A1OFFANGEOM	A1 D02L School offers analytic geometry through some other means	Administrator Instrument
1	A1OFFCLC	A1 D02M School offers calculus through some other means	Administrator Instrument
1	A1OFFCLCAPAB	A1 D02N School offers calculus AP (AB) through some other means	Administrator Instrument
1	A1OFFCLCAPBC	A1 D02O School offers calculus AP (BC) through some other means	Administrator Instrument
1	A1OFFCMPSCI	A1 D02Q School offers computer science through some other means	Administrator Instrument
1	A1OFFCLCAPIB	A1 D02P School offers calculus IB through some other means	Administrator Instrument

File #	Field name	Field label	Section description
1	A1OFFMPSCIA	A1 D02R School offers computer science AP (A) through some other means	Administrator Instrument
1	A1OFFCMPSCIB	A1 D02S School offers computer science AP (AB) through some other means	Administrator Instrument
1	A1OFFSTATS	A1 D02T School offers statistics or probability through some other means	Administrator Instrument
1	A1OFFSTATSAP	A1 D02U School offers statistics AP through some other means	Administrator Instrument
1	A1NOMTHO	A1 D02V School doesn't offer any of these math courses through other means	Administrator Instrument
1	A1ONGENSCI	A1 D03A School offers general science on-site	Administrator Instrument
1	A1ONPHYSCI	A1 D03B School offers physical science on-site	Administrator Instrument
1	A1ONERTHSCI	A1 D03C School offers Earth science on-site	Administrator Instrument
1	A1ONENVSCI	A1 D03D School offers environmental science on-site	Administrator Instrument
1	A1ONTECH	A1 D03E School offers principles of technology on-site	Administrator Instrument
1	A1ONBIO1	A1 D03F School offers biology I on-site	Administrator Instrument
1	A1ONLIFESCI	A1 D03G School offers life science on-site	Administrator Instrument
1	A1ONCHEM1	A1 D03H School offers chemistry I on-site	Administrator Instrument
1	A1ONPHYS1	A1 D03I School offers physics I on-site	Administrator Instrument
1	A1ONINTGSCI1	A1 D03J School offers integrated science I on-site	Administrator Instrument
1	A1ONINTGSCI2	A1 D03K School offers integrated science II or above on-site	Administrator Instrument
1	A1ONANATOMY	A1 D03L School offers anatomy or physiology on-site	Administrator Instrument
1	A1ONENVAP	A1 D03M School offers environmental science AP on-site	Administrator Instrument
1	A1ONADVBIO	A1 D03N School offers advanced biology, biology II, AP, or IB on-site	Administrator Instrument
1	A1ONADVCHEM	A1 D03O School offers advanced chemistry, chemistry II, AP, or IB on-site	Administrator Instrument
1	A1ONADVPHYS	A1 D03P School offers advanced physics, physics II, AP, or IB on-site	Administrator Instrument
1	A1ONOTHBIO	A1 D03Q School offers an other biological science on-site	Administrator Instrument
1	A1ONOTHPSCI	A1 D03R School offers an other physical science on-site	Administrator Instrument
1	A1ONOTHESCI	A1 D03S School offers an other Earth or environmental sciences on-site	Administrator Instrument
1	A1OFFGENSCI	A1 D04A School offers general science through some other means	Administrator Instrument
1	A1OFFPHYSCI	A1 D04B School offers physical science through some other means	Administrator Instrument
1	A1OFFERTHSCI	A1 D04C School offers Earth science through some other means	Administrator Instrument
1	A1OFFTECH	A1 D04D School offers principles of technology through some other means	Administrator Instrument
1	A1OFFBIO1	A1 D04E School offers biology I through some other means	Administrator Instrument

File #	Field name	Field label	Section description
1	A1OFFLSCI	A1 D04F School offers life science through some other means	Administrator Instrument
1	A1OFFCHEM1	A1 D04G School offers chemistry I through some other means	Administrator Instrument
1	A1OFFPHYS1	A1 D04H School offers physics I through some other means	Administrator Instrument
1	A1OFFINTSCI1	A1 D04I School offers integrated science I through some other means	Administrator Instrument
1	A1OFFINTSCI2	A1 D04J School offers integrated science II or above through some other means	Administrator Instrument
1	A1OFFENVSCI	A1 D04K School offers environmental science through some other means	Administrator Instrument
1	A1OFFANATOMY	A1 D04L School offers anatomy or physiology through some other means	Administrator Instrument
1	A1OFFENVAP	A1 D04M School offers environmental science AP through some other means	Administrator Instrument
1	A1OFFADVBIO	A1 D04N School offers advanced biology/bio II/AP/IB through some other means	Administrator Instrument
1	A1OFFADVCHEM	A1 D04O School offers advanced chemistry/chem II/AP/IB thru some other means	Administrator Instrument
1	A1OFFADVPHYS	A1 D04P School offers advanced physics/Phys II/AP/IB through some other means	Administrator Instrument
1	A1OFFOTHPSCI	A1 D04Q School offers an other physical science through some other means	Administrator Instrument
1	A1OFFOTHBIO	A1 D04R School offers an other biological science through some other means	Administrator Instrument
1	A1OFFOTHESCI	A1 D04S School offers an other Earth or environmental science through some other means	Administrator Instrument
1	A1NOSCIO	A1 D04T School doesn’t offer any of these science courses through other means	Administrator Instrument
1	A1IB	A1 D05 School offers an International Baccalaureate (IB) program	Administrator Instrument
1	A1MTHREQS	A1 D06 School requires completion of specific math course(s) for graduation	Administrator Instrument
1	A1MTHSTREQ	A1 D07 Describe how math course(s) required for grad compare with state’s reqs	Administrator Instrument
1	A1SCIREQS	A1 D08 School requires completion of specific sci course(s) for graduation	Administrator Instrument
1	A1SCISTREQ	A1 D09 Describe how science course(s) required for grad compare with state’s req	Administrator Instrument
1	A1ALG1LEVELS	A1 D10 School offers algebra I levels for students w/ different abilities	Administrator Instrument
1	A1SEX	A1 E01 Principal’s sex	Administrator Instrument
1	A1HISP	A1 E02A Principal is of Hispanic/Latino/Latina origin	Administrator Instrument
1	A1WHITE	A1 E02B Principal is White	Administrator Instrument
1	A1BLACK	A1 E02C Principal is Black or African American	Administrator Instrument
1	A1ASIAN	A1 E02D Principal is Asian	Administrator Instrument

File #	Field name	Field label	Section description
1	A1PACISLE	A1 E02E Principal is Native Hawaiian/Pacific Islander	Administrator Instrument
1	A1AMINDIAN	A1 E02F Principal is American Indian/Alaska Native	Administrator Instrument
1	A1HIDEG	A1 E03 Principal's highest degree earned	Administrator Instrument
1	A1HIMAJV	A1 E04A Principal's major for highest level of education-verbatim	Administrator Instrument
1	A1HIMAJ6	A1 E04C Principal's major for highest level of education 6-digit CIP code	Administrator Instrument
1	A1HIMAJ2	A1 E04B Principal's major for highest level of education 2-digit CIP code	Administrator Instrument
1	A1BAMAJV	A1 E05A Principal's major for bachelor's degree-verbatim	Administrator Instrument
1	A1BAMAJ6	A1 E05C Principal's major for bachelor's degree 6-digit CIP code	Administrator Instrument
1	A1BAMAJ2	A1 E05B Principal's major for bachelor's degree 2-digit CIP code	Administrator Instrument
1	A1STARTDEG	A1 E06 Principal has started but not completed more advanced degree	Administrator Instrument
1	A1MANAGEMENT	A1 E07 Prior management experience outside of the field of education	Administrator Instrument
1	A1ALTPREP	A1 E08 Whether became a principal through alternative prep program	Administrator Instrument
1	A1CERTIFIED	A1 E09 Principal is certified as a principal in this state	Administrator Instrument
1	A1YRSADMIN	A1 E10 Years served as principal of any school	Administrator Instrument
1	A1YRSHSLSSCH	A1 E11 Years served as principal of this school	Administrator Instrument
1	A1TEACHING	A1 E12 Principal is currently teaching in this school	Administrator Instrument
1	A1YRSMSTCHR	A1 E13A Principal's years of middle school teaching experience	Administrator Instrument
1	A1YRSHSTCHR	A1 E13B Principal's years of secondary teaching experience	Administrator Instrument
1	A1MSSUBJECT	A1 E14 Main subject principal taught at middle school level	Administrator Instrument
1	A1HSSUBJECT	A1 E15 Main subject principal taught at high school level	Administrator Instrument
1	A1HRTEACHERS	A1 E16A Hours/week spent working with teachers on instructional issues	Administrator Instrument
1	A1HRINTMGMNT	A1 E16B Hours/week spent on internal school management	Administrator Instrument
1	A1HREXTMGMNT	A1 E16C Hours/week spent on external school management	Administrator Instrument
1	A1HRDISCIPLN	A1 E16D Hours/week spent on student discipline/attendance	Administrator Instrument
1	A1HRMONITOR	A1 E16E Hours/week spent monitoring hallways/campus/lunchroom	Administrator Instrument
1	A1HRTEACHING	A1 E16F Hours/week spent on principal's own teaching assignments	Administrator Instrument
1	A1HRPARENT	A1 E16G Hours/week spent talking and meeting with parents	Administrator Instrument
1	A1HRSTUDENT	A1 E16H Hours/week spent meeting with students	Administrator Instrument

File #	Field name	Field label	Section description
1	A1HRPAPERWK	A1 E16I Hours/week spent on paperwork required by authorities	Administrator Instrument
1	A1HROTH	A1 E16J Hours/week spent on other activities	Administrator Instrument
1	A1TARDY	A1 E17A Student tardiness is a problem at this school	Administrator Instrument
1	A1STUABSENT	A1 E17B Student absenteeism is a problem at this school	Administrator Instrument
1	A1CUT	A1 E17C Student class cutting is a problem at this school	Administrator Instrument
1	A1TCHRABSENT	A1 E17D Teacher absenteeism is a problem at this school	Administrator Instrument
1	A1DROPOUT	A1 E17E Students dropping out is a problem at this school	Administrator Instrument
1	A1APATHY	A1 E17F Student apathy is a problem at this school	Administrator Instrument
1	A1PRNTINV	A1 E17G Lack of parental involvement is a problem at this school	Administrator Instrument
1	A1UNPREP	A1 E17H Students coming unprepared to learn is a problem at this school	Administrator Instrument
1	A1HEALTH	A1 E17I Poor student health is a problem at this school	Administrator Instrument
1	A1RESOURCES	A1 E17J Lack of teacher resources and materials is a problem at this school	Administrator Instrument
1	A1CONFLICT	A1 E18A Frequency of physical conflicts among students at this school	Administrator Instrument
1	A1ROBBERY	A1 E18B Frequency of robbery or theft at this school	Administrator Instrument
1	A1VANDALISM	A1 E18C Frequency of vandalism at this school	Administrator Instrument
1	A1DRUGUSE	A1 E18D Frequency of student illegal drug use at this school	Administrator Instrument
1	A1ALCOHOL	A1 E18E Frequency of students use of alcohol while at school	Administrator Instrument
1	A1DRUGSALE	A1 E18F Frequency of drug sales on the way to/from school or on school grounds	Administrator Instrument
1	A1WEAPONS	A1 E18G Frequency of student possession of weapons at this school	Administrator Instrument
1	A1PHYSABUSE	A1 E18H Frequency of physical abuse of teachers at this school	Administrator Instrument
1	A1TENSION	A1 E18I Frequency of student racial tensions at this school	Administrator Instrument
1	A1BULLY	A1 E18J Frequency of student bullying at this school	Administrator Instrument
1	A1VERBAL	A1 E18K Frequency of student verbal abuse of teachers at this school	Administrator Instrument
1	A1MISBEHAVE	A1 E18L Frequency of student in-class misbehavior at this school	Administrator Instrument
1	A1DISRESPECT	A1 E18M Frequency of student acts of disrespect for teachers at this school	Administrator Instrument
1	A1GANG	A1 E18N Frequency of student gang activities at this school	Administrator Instrument
1	C1FTCNSL	C1 A01A Number of full-time high school counselors	Counselor Instrument
1	C1PTCNSL	C1 A01B Number of part-time high school counselors	Counselor Instrument

File #	Field name	Field label	Section description
1	C1FTCERTCNSL	C1 A02A Number of certified full-time high school counselors	Counselor Instrument
1	C1PTCERTCNSL	C1 A02B Number of certified part-time high school counselors	Counselor Instrument
1	C1CASELOAD	C1 A03 Average caseload for school's counselors	Counselor Instrument
1	C1ASSIGNMENT	C1 A04 How counselors are assigned to students	Counselor Instrument
1	C1HRSSCHED	C1 A05A % hours counseling staff spent on high school course choice/scheduling	Counselor Instrument
1	C1HRSCOLLEGE	C1 A05B % hours counseling staff spent on college readiness/selection/apply	Counselor Instrument
1	C1HRSCAREER	C1 A05C % hours counseling staff spent on occupational choice/career planning	Counselor Instrument
1	C1HRSDEVELOP	C1 A05D % hours counseling staff spent on personal/academic/career development	Counselor Instrument
1	C1HRSJOBSKLL	C1 A05E % hours counseling staff spent on job placement/job skill development	Counselor Instrument
1	C1HRSPROBLEM	C1 A05F % hours counseling staff spent on school/personal problems	Counselor Instrument
1	C1HRSTESTING	C1 A05G % hours counseling staff spent on academic testing	Counselor Instrument
1	C1HRSNONCNSL	C1 A05H % hours counseling staff spent on non-counseling activities	Counselor Instrument
1	C1HRSOTHCNSL	C1 A05I % hours counseling staff spent on other counseling activities	Counselor Instrument
1	C1GOAL1	C1 A06 School counseling program's most emphasized goal	Counselor Instrument
1	C1GOAL2	C1 A07 School counseling program's second most emphasized goal	Counselor Instrument
1	C1GOAL3	C1 A08 School counseling program's third most emphasized goal	Counselor Instrument
1	C1DISCIPLINE	C1 A09 Who (besides teacher) primarily deals with discipline problems	Counselor Instrument
1	C1G9LOWEST	C1 A10 Whether school includes 8th grade	Counselor Instrument
1	C1TRANSCNSL	C1 A11A MS counselors meet with HS counselors to assist with student transition	Counselor Instrument
1	C1TRANSCRS	C1 A11B HS counselors meet with 8th graders to select 9th grade courses	Counselor Instrument
1	C1TRANPRNT	C1 A11C HS counselors present HS course/registration information to MS parents	Counselor Instrument
1	C1TRANPLCY	C1 A11D HS counselors use placement policy to place students in grade 9 courses	Counselor Instrument
1	C1TRANPRES	C1 A11E HS counselors present HS course/registration information to MS students	Counselor Instrument
1	C1TRANCOTH	C1 A11F HS counselors assist students with transition from MS to HS in other way	Counselor Instrument
1	C1TRANNOT	C1 A11G HS counselors do not assist students with transition from MS to HS	Counselor Instrument

File #	Field name	Field label	Section description
1	C1TRANSTUDPR	C1 A12A HS students present information at MS to assist with student transition	Counselor Instrument
1	C1TRANSTFFPR	C1 A12B HS staff present information at MS to assist with student transition	Counselor Instrument
1	C1TRANVISIT	C1 A12C Before school year MS students are invited to HS social event	Counselor Instrument
1	C1TRANCLASS	C1 A12D MS students attend regular classes at HS	Counselor Instrument
1	C1TRANADMIN	C1 A12E MS and HS administrators meet together on articulation and programs	Counselor Instrument
1	C1TRANTCHRS	C1 A12F MS and HS teachers meet together on courses and requirements	Counselor Instrument
1	C1TRANBUDDY	C1 A12G Buddy or big brother/sister programs pair new students with older ones	Counselor Instrument
1	C1TRANLRNCOM	C1 A12H 9th graders are placed in small learning communities/9th Grade Academies	Counselor Instrument
1	C1TRANSUMMER	C1 A12I Parents/students visit the HS during summer before students enter HS	Counselor Instrument
1	C1TRANFALL	C1 A12J Parents visit HS for orientation in fall after children have entered	Counselor Instrument
1	C1TRANSOTH	C1 A12K School assists with transition from MS to HS in some other way	Counselor Instrument
1	C1TRANNONE	C1 A12L School offers no assistance to students transitioning from MS to HS	Counselor Instrument
1	C1PLAN	C1 A13 Students are required to have a career or education plan	Counselor Instrument
1	C1PLANPARENT	C1 A14 School shares students' career/education plans with their parents	Counselor Instrument
1	C1SIGNOFF	C1 A15 School requires parents to sign off on students' career/education plans	Counselor Instrument
1	C1TECHSUPPRT	C1 B16A School supports students with technology/software to support curriculum	Counselor Instrument
1	C1STAFFENRCH	C1 B16B School staff work with teachers to provide enrichment to students	Counselor Instrument
1	C1GIFTED	C1 B16C Gifted students receive pull-out instruction during regular school day	Counselor Instrument
1	C1ENRICHMENT	C1 B16D School supports high school students with enrichment experiences	Counselor Instrument
1	C1APCOURSE	C1 B16E School supports high school students with AP/college/university courses	Counselor Instrument
1	C1SCHOLARSHP	C1 B16F School supports HS students with scholarships for events/programs/class	Counselor Instrument
1	C1SUMMER	C1 B16G School supports high school students with summer activities or programs	Counselor Instrument
1	C1OTHSUPPORT	C1 B16H School supports high school students in other ways	Counselor Instrument
1	C1NOSUPPORT	C1 B16I School has no programs to support high school students	Counselor Instrument

File #	Field name	Field label	Section description
1	C1GETAHEAD	C1 B17 School offers summer enrichment courses that allow students to get ahead	Counselor Instrument
1	C1STRUGGLE	C1 B18A School offers summer enrichment courses to struggling students	Counselor Instrument
1	C1AVERAGE	C1 B18B School offers summer enrichment courses to average students	Counselor Instrument
1	C1HIGH	C1 B18C School offers summer enrichment courses to high achieving students	Counselor Instrument
1	C1TUTOR	C1 B19A Tutoring during school day is available for students needing extra help	Counselor Instrument
1	C1STAFF	C1 B19B Staff work with teachers to provide extra help for students	Counselor Instrument
1	C1PULLOUT	C1 B19C Pull-out instruction during school day for students needing extra help	Counselor Instrument
1	C1CREDREC	C1 B19D Off-track/day/evening/summer school credit recovery program is available	Counselor Instrument
1	C1HOMEWORK	C1 B19E Homework assistance program is available for students needing extra help	Counselor Instrument
1	C1OUTSIDE	C1 B19F Support outside the school day for students needing extra help	Counselor Instrument
1	C1OTHRASSIST	C1 B19G School takes other steps to assist struggling high school students	Counselor Instrument
1	C1NOASSIST	C1 B19H School doesn't have any programs for students who need extra assistance	Counselor Instrument
1	C1PURSUE	C1 B20A School has program to encourage underrepresented student in math/science	Counselor Instrument
1	C1INFORM	C1 B20B School has program to inform parent about math/science higher ed/careers	Counselor Instrument
1	C1ENCCLG	C1 B20C School has program to encourage student not considering college to do so	Counselor Instrument
1	C1INDEPSTUDY	C1 B21A Courses not offered by school available through independent study	Counselor Instrument
1	C1ONLINE	C1 B21B Courses not offered by school available on-line	Counselor Instrument
1	C1OTHERHS	C1 B21C Courses not offered by school available at other district high school	Counselor Instrument
1	C1TECH	C1 B21D Courses not offered by school available at career/technical school	Counselor Instrument
1	C1COMCLG	C1 B21D Courses not offered by school available at community college	Counselor Instrument
1	C14YRCLG	C1 B21E Courses not offered by school available at 4-year college	Counselor Instrument
1	C1OTHERWAY	C1 B21F Courses not offered by school available in some other way	Counselor Instrument
1	C1NOWAY	C1 B21G School doesn't have any options for taking courses not offered by school	Counselor Instrument
1	C1MCOMPTST	C1 B22 School requires a mathematics competency test	Counselor Instrument

File #	Field name	Field label	Section description
1	C1MRETAKE	C1 B23A If fails math competency test may/must retake the test	Counselor Instrument
1	C1MREMEDL	C1 B23B If fails math competency test may/must take remedial class	Counselor Instrument
1	C1MREPEAT	C1 B23C If fails math competency test may/must repeat class	Counselor Instrument
1	C1MTSTPREP	C1 B23D If fails math competency test may/must take test preparation class	Counselor Instrument
1	C1MTUTOR	C1 B23E If fails math competency test may/must receive tutoring	Counselor Instrument
1	C1MINDPRG	C1 B23F If fails math competency test may/must have individualized program	Counselor Instrument
1	C1MSUMSCH	C1 B23G If fails math competency test may/must attend summer school	Counselor Instrument
1	C1MALTSCH	C1 B23H If fails math competency test may/must be referred to alternative school	Counselor Instrument
1	C1DROPOUT	C1 B24 School has a formal dropout prevention program for high school students	Counselor Instrument
1	C1ABSENTEE	C1 B25A Recommended for dropout prevention program based on absentee record	Counselor Instrument
1	C1POORGRADES	C1 B25B Recommended for dropout prevention program based on poor/failing grades	Counselor Instrument
1	C1BEHIND	C1 B25C Recommended for dropout prevention program if behind on credits	Counselor Instrument
1	C1TCHREFER	C1 B25D Recommended for dropout prevention program based on teacher's referral	Counselor Instrument
1	C1CNSLREFER	C1 B25E Recommended for dropout prevention program based on counselor's referral	Counselor Instrument
1	C1PRNTREFER	C1 B25F Recommended for dropout prevention program based on parental request	Counselor Instrument
1	C1STUDREQ	C1 B25G Recommended for dropout prevention program based on student request	Counselor Instrument
1	C1DISCPROB	C1 B25H Recommended for dropout prevention program based on disciplinary problem	Counselor Instrument
1	C1DOPREVOTHR	C1 B25I Recommended for dropout prevention program based on another basis	Counselor Instrument
1	C1GEDPREP	C1 B26 School has formal GED test preparation program on-site	Counselor Instrument
1	C1CLGPREP	C1 B27A School has counselor designated for college readiness/selection/apply	Counselor Instrument
1	C1WORKFORCE	C1 B27B School has counselor designated for workforce preparation/placement	Counselor Instrument
1	C1CLGFAIR	C1 B28A School holds or participates in college fairs	Counselor Instrument
1	C1POSTSECREQ	C1 B28B School consults with postsecondary reps about requirement/qualifications	Counselor Instrument
1	C1VISITCLG	C1 B28C School organizes student visits to colleges	Counselor Instrument

File #	Field name	Field label	Section description
1	C1UPBOUND	C1 B28D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA	Counselor Instrument
1	C1INFOSESSN	C1 B28E School holds info session on transition to college for students/parents	Counselor Instrument
1	C1FINANCEAID	C1 B28F School assists students with finding financial aid for college	Counselor Instrument
1	C1DUALENROLL	C1 B28G School provides opportunities for dual/concurrent enrollment	Counselor Instrument
1	C1BEHAVIOR	C1 B28H School offers counseling curriculum for positive academic behaviors	Counselor Instrument
1	C1ASSISTOTH	C1 B28I School takes other steps to assist with HS to college transition	Counselor Instrument
1	C1NOSTEPS	C1 B28J School does not take any steps to assist with HS to college transition	Counselor Instrument
1	C1CTE	C1 B29 CTE or vocational-technical program offered	Counselor Instrument
1	C1CLUSTER	C1 B30 Career Clusters/Pathways/Programs of Study (POS) offered	Counselor Instrument
1	C1INDVCRS	C1 B31 Student not enrolled in Career Clusters etc. may take course in program	Counselor Instrument
1	C1INTERN	C1 B32A School offers internships with local employers	Counselor Instrument
1	C1JOBFAIR	C1 B32B School offers job fairs	Counselor Instrument
1	C1JOBGUIDE	C1 B32C School offers career guides or skills assessments	Counselor Instrument
1	C1EMPLOYER	C1 B32D School offers school/classroom presentations by local employers	Counselor Instrument
1	C1AWARENESS	C1 B32E School offers career awareness activities	Counselor Instrument
1	C1DECISION	C1 B32F School offers courses in career decision making	Counselor Instrument
1	C1CAREERUNIT	C1 B32G School offers career information units in subject-matter courses	Counselor Instrument
1	C1WORKSTUDY	C1 B32H School offers exploratory work experience programs/co-op/workstudy/EBCE	Counselor Instrument
1	C1CAREERDAY	C1 B32I School offers career days or nights	Counselor Instrument
1	C1ASSEMBLIES	C1 B32J School offers vocational oriented assemblies and speakers in classes	Counselor Instrument
1	C1VOCTECH	C1 B32K School offers vocational-technical courses not part of formal program	Counselor Instrument
1	C1JOBVISIT	C1 B32L School offers job site visits/field trips	Counselor Instrument
1	C1JOBSHADOW	C1 B32M School offers job shadowing	Counselor Instrument
1	C1JOBSIM	C1 B32N School offers simulations such as Singer or SRA Job experience kits	Counselor Instrument
1	C1JOBTEST	C1 B32O School offers tests for career planning purposes	Counselor Instrument
1	C1JOBSKILLS	C1 B32P School offers training in job seeking skills	Counselor Instrument
1	C1JOBINFOCMP	C1 B32Q School offers computerized career information resources	Counselor Instrument

File #	Field name	Field label	Section description
1	C1JOBINFONON	C1 B32R School offers non-computerized career information resources	Counselor Instrument
1	C1HSTOWRKOTH	C1 B32S School assists students with transition from HS to work in other ways	Counselor Instrument
1	C1HSTOWORKNO	C1 B32T School doesn't assist students with transition from high school to work	Counselor Instrument
1	C1G9MSAME	C1 C01 All 9th graders are placed in the same math course	Counselor Instrument
1	C1G9MMSCNSL	C1 C02A Importance of MS counselor recommendation for 9th grade math placement	Counselor Instrument
1	C1G9MHSCNSL	C1 C02B Importance of HS counselor recommendation for 9th grade math placement	Counselor Instrument
1	C1G9MMSTCHR	C1 C02C Importance of MS teacher recommendation for 9th grade math placement	Counselor Instrument
1	C1G9MMSCOURS	C1 C02D Importance of courses taken in MS for 9th grade math placement	Counselor Instrument
1	C1G9MMSACHV	C1 C02E Importance of achievement in MS courses for 9th grade math placement	Counselor Instrument
1	C1G9MENDTST	C1 C02F Importance of end-of-year/course test for 9th grade math placement	Counselor Instrument
1	C1G9MPLACTST	C1 C02G Importance of placement tests for 9th grade math placement	Counselor Instrument
1	C1G9MSTNDTST	C1 C02H Importance of standardized tests for 9th grade math placement	Counselor Instrument
1	C1G9MPLAN	C1 C02I Importance of career/education plan for 9th grade math placement	Counselor Instrument
1	C1G9MSELECT	C1 C02J Importance of student/parent choice for 9th grade math placement	Counselor Instrument
1	C1UPPERMSAME	C1 C03 After grade 9 all students in same grade placed in same math course	Counselor Instrument
1	C1UPMGRADES	C1 C04A Importance of prior grades for 10th to 12th grade math placement	Counselor Instrument
1	C1UPMPLACTST	C1 C04B Importance of placement tests for 10th to 12th grade math placement	Counselor Instrument
1	C1UPMTCHR	C1 C04C Importance of teacher's recommendation for 10-12th grade math placement	Counselor Instrument
1	C1UPMSELECT	C1 C04D Importance of student/parent choice for 10th-12th grade math placement	Counselor Instrument
1	C1UPMPLAN	C1 C04E Importance of career/education plan for 10th-12th grade math placement	Counselor Instrument
1	C1UPMSCHED	C1 C04F Importance of master schedule for 10th to 12th grade math placement	Counselor Instrument
1	C1G9SSAME	C1 C05 All 9th graders are placed in the same science course	Counselor Instrument
1	C1G9SMSCNSL	C1 C06A Importance of MS counselor recommendation for grade 9 science placement	Counselor Instrument

File #	Field name	Field label	Section description
1	C1G9SHSCNSL	C1 C06B Importance of HS counselor recommendation for grade 9 science placement	Counselor Instrument
1	C1G9SMSTCHR	C1 C06C Importance of MS teacher recommendation for 9th grade science placement	Counselor Instrument
1	C1G9SMSCOURS	C1 C06D Importance of courses taken in MS for 9th grade science placement	Counselor Instrument
1	C1G9SMSACHV	C1 C06E Importance of achievement in MS courses for 9th grade science placement	Counselor Instrument
1	C1G9SENDTST	C1 C06F Importance of end-of-year/course test for 9th grade science placement	Counselor Instrument
1	C1G9SPLACTST	C1 C06G Importance of placement tests for 9th grade science placement	Counselor Instrument
1	C1G9SSTNDTST	C1 C06H Importance of standardized tests for 9th grade science placement	Counselor Instrument
1	C1G9SPLAN	C1 C06I Importance of career/education plan for 9th grade science placement	Counselor Instrument
1	C1G9SSELECT	C1 C06J Importance of student/parent choice for 9th grade science placement	Counselor Instrument
1	C1UPPERSSAME	C1 C07 After grade 9 all students in same grade placed in same science course	Counselor Instrument
1	C1UPSGRADES	C1 C08A Importance of prior grades for 10th to 12th grade science placement	Counselor Instrument
1	C1UPSPLACTST	C1 C08B Importance of placement tests for 10th to 12th grade science placement	Counselor Instrument
1	C1UPSTCHR	C1 C08C Importance of teacher's recommendation for 10th-12th science placement	Counselor Instrument
1	C1UPSSELECT	C1 C08D Importance of student/parent choice for 10-12th grade science placement	Counselor Instrument
1	C1UPSPLAN	C1 C08E Importance of career/education plan for 10-12th grade science placement	Counselor Instrument
1	C1UPSSCHED	C1 C08F Importance of master schedule for 10th to 12th grade science placement	Counselor Instrument
1	C1TTEACHING	C1 D01A Teachers in this school set high standards for teaching	Counselor Instrument
1	C1TLEARNING	C1 D01B Teachers in this school set high standards for students' learning	Counselor Instrument
1	C1TBELIEVE	C1 D01C Teachers in this school believe all students can do well	Counselor Instrument
1	C1TGIVEUP	C1 D01D Teachers in this school have given up on some students	Counselor Instrument
1	C1TCARE	C1 D01E Teachers in this school care only about smart students	Counselor Instrument
1	C1TEXPECT	C1 D01F Teachers in this school expect very little from students	Counselor Instrument
1	C1TWORKHARD	C1 D01G Teachers in this school work hard to make sure all students learn	Counselor Instrument

File #	Field name	Field label	Section description
1	C1CLEARNING	C1 D02A Counselors in this school set high standards for students' learning	Counselor Instrument
1	C1CBELIEVE	C1 D02B Counselors in this school believe all students can do well	Counselor Instrument
1	C1CGIVEUP	C1 D02C Counselors in this school have given up on some students	Counselor Instrument
1	C1CCARE	C1 D02D Counselors in this school care only about smart students	Counselor Instrument
1	C1CEXPECT	C1 D02E Counselors in this school expect very little from students	Counselor Instrument
1	C1CWORKHARD	C1 D02F Counselors in this school work hard to make sure all students learn	Counselor Instrument
1	C1PLEARNING	C1 D03A Principal in this school sets high standards for students' learning	Counselor Instrument
1	C1PBELIEVE	C1 D03B Principal in this school believes all students can do well	Counselor Instrument
1	C1PGIVEUP	C1 D03C Principal in this school has given up on some students	Counselor Instrument
1	C1PCARE	C1 D03D Principal in this school cares only about smart students	Counselor Instrument
1	C1PEXPECT	C1 D03E Principal in this school expects very little from students	Counselor Instrument
1	C1PWORKHARD	C1 D03F Principal in this school works hard to make sure all students learn	Counselor Instrument
1	C1YRSK12	C1 D04A Years as a school counselor for any grade K-12	Counselor Instrument
1	C1YRS912	C1 D04B Years as a school counselor for grades 9-12	Counselor Instrument
1	C1HIDEG	C1 D05 Counselor's highest degree earned	Counselor Instrument
1	C1HIMAJV	C1 D06A Counselor's major for highest level of education-verbatim	Counselor Instrument
1	C1HIMAJ6	C1 D06C Counselor's major for highest level of education 6-digit CIP code	Counselor Instrument
1	C1HIMAJ2	C1 D06B Counselor's major for highest level of education 2-digit CIP code	Counselor Instrument
1	C1BAMAJV	C1 D07A Counselor's major for bachelor's degree-verbatim	Counselor Instrument
1	C1BAMAJ6	C1 D07C Counselor's major for bachelor's degree 6-digit CIP code	Counselor Instrument
1	C1BAMAJ2	C1 D07B Counselor's major for bachelor's degree 2-digit CIP code	Counselor Instrument
1	C1INCDEG	C1 D08 Counselor has started but not completed more advanced degree	Counselor Instrument
1	C1ENTRY	C1 D09 How counselor entered the school counseling profession	Counselor Instrument
1	X1TXMTH1	X1 Mathematics theta score - multiple imputation value 1 of 5	Imputation Variables
1	X1TXMTH2	X1 Mathematics theta score - multiple imputation value 2 of 5	Imputation Variables

File #	Field name	Field label	Section description
1	X1TXMTH3	X1 Mathematics theta score - multiple imputation value 3 of 5	Imputation Variables
1	X1TXMTH4	X1 Mathematics theta score - multiple imputation value 4 of 5	Imputation Variables
1	X1TXMTH5	X1 Mathematics theta score - multiple imputation value 5 of 5	Imputation Variables
1	X1TXMSEM1	X1 Mathematics standard error of measurement - multiple imputation value 1 of 5	Imputation Variables
1	X1TXMSEM2	X1 Mathematics standard error of measurement - multiple imputation value 2 of 5	Imputation Variables
1	X1TXMSEM3	X1 Mathematics standard error of measurement - multiple imputation value 3 of 5	Imputation Variables
1	X1TXMSEM4	X1 Mathematics standard error of measurement - multiple imputation value 4 of 5	Imputation Variables
1	X1TXMSEM5	X1 Mathematics standard error of measurement - multiple imputation value 5 of 5	Imputation Variables
1	X1SES1	X1 Socio-economic status composite - multiple imputation value 1 of 5	Imputation Variables
1	X1SES2	X1 Socio-economic status composite - multiple imputation value 2 of 5	Imputation Variables
1	X1SES3	X1 Socio-economic status composite - multiple imputation value 3 of 5	Imputation Variables
1	X1SES4	X1 Socio-economic status composite - multiple imputation value 4 of 5	Imputation Variables
1	X1SES5	X1 Socio-economic status composite - multiple imputation value 5 of 5	Imputation Variables
1	X1SES1_U	X1 SES derived with locale (urbanicity) - multiple imputation value 1 of 5	Imputation Variables
1	X1SES2_U	X1 SES derived with locale (urbanicity) - multiple imputation value 2 of 5	Imputation Variables
1	X1SES3_U	X1 SES derived with locale (urbanicity) - multiple imputation value 3 of 5	Imputation Variables
1	X1SES4_U	X1 SES derived with locale (urbanicity) - multiple imputation value 4 of 5	Imputation Variables
1	X1SES5_U	X1 SES derived with locale (urbanicity) - multiple imputation value 5 of 5	Imputation Variables
1	X1TXMATH_IM	X1 Imputation flag for X1TXM math scores	Imputation Variables
1	X1SEX_IM	X1 Imputation flag for X1SEX	Imputation Variables
1	X1RACE_IM	X1 Imputation flag for X1RACE	Imputation Variables
1	X1HISPAN_IM	X1 Imputation flag for X1HISPANIC	Imputation Variables
1	X1NATIVEL_IM	X1 Imputation flag for X1NATIVELANG	Imputation Variables
1	X1P1RELAT_IM	X1 Imputation flag for X1P1RELATION	Imputation Variables
1	X1P2RELAT_IM	X1 Imputation flag for X1P2RELATION	Imputation Variables
1	X1PAR1EDU_IM	X1 Imputation flag for X1PAR1EDU	Imputation Variables
1	X1PAR2EDU_IM	X1 Imputation flag for X1PAR2EDU	Imputation Variables
1	X1PAREDU_IM	X1 Imputation flag for X1PAREDU	Imputation Variables

File #	Field name	Field label	Section description
1	X1PARPATT_IM	X1 Imputation flag for X1PARPATTERN	Imputation Variables
1	X1PAR1EMP_IM	X1 Imputation flag for X1PAR1EMP	Imputation Variables
1	X1PAR2EMP_IM	X1 Imputation flag for X1PAR2EMP	Imputation Variables
1	X1PAR1OCC_IM	X1 Imputation flag for X1PAR1OCC2	Imputation Variables
1	X1PAR2OCC_IM	X1 Imputation flag for X1PAR2OCC2	Imputation Variables
1	X1MOMREL_IM	X1 Imputation flag for X1MOMREL	Imputation Variables
1	X1MOMEDU_IM	X1 Imputation flag for X1MOMEDU	Imputation Variables
1	X1MOMEMP_IM	X1 Imputation flag for X1MOMEMP	Imputation Variables
1	X1MOMOCC_IM	X1 Imputation flag for X1MOMOCC2	Imputation Variables
1	X1DADREL_IM	X1 Imputation flag for X1DADREL	Imputation Variables
1	X1DADEDU_IM	X1 Imputation flag for X1DADEDU	Imputation Variables
1	X1DADEMP_IM	X1 Imputation flag for X1DADEMP	Imputation Variables
1	X1DADOCC_IM	X1 Imputation flag for X1DADOCC2	Imputation Variables
1	X1HHNUMB_IM	X1 Imputation flag for X1HHNUMBER	Imputation Variables
1	X1FAMINC_IM	X1 Imputation flag for X1FAMINCOME	Imputation Variables
1	X1POVERTY_IM	X1 Imputation flag for X1POVERTY/X1POVERTY130/ X1POVERTY185	Imputation Variables
1	X1SES_IM	X1 Imputation flag for X1SES	Imputation Variables
1	X1STUEDEX_IM	X1 Imputation flag for X1STUEDEXPCT	Imputation Variables
1	X1PAREDEX_IM	X1 Imputation flag for X1PAREDEXPCT	Imputation Variables
1	STRAT_ID	Stratum	Imputation Variables
1	PSU	Primary sampling unit	Imputation Variables
1	W1STUDENT001	W1 BRR student analytic weight for replicate 1	Student Level BRR Weights
1	W1STUDENT002	W1 BRR student analytic weight for replicate 2	Student Level BRR Weights
1	W1STUDENT003	W1 BRR student analytic weight for replicate 3	Student Level BRR Weights
1	W1STUDENT004	W1 BRR student analytic weight for replicate 4	Student Level BRR Weights
1	W1STUDENT005	W1 BRR student analytic weight for replicate 5	Student Level BRR Weights
1	W1STUDENT006	W1 BRR student analytic weight for replicate 6	Student Level BRR Weights
1	W1STUDENT007	W1 BRR student analytic weight for replicate 7	Student Level BRR Weights
1	W1STUDENT008	W1 BRR student analytic weight for replicate 8	Student Level BRR Weights
1	W1STUDENT009	W1 BRR student analytic weight for replicate 9	Student Level BRR Weights
1	W1STUDENT010	W1 BRR student analytic weight for replicate 10	Student Level BRR Weights
1	W1STUDENT011	W1 BRR student analytic weight for replicate 11	Student Level BRR Weights
1	W1STUDENT012	W1 BRR student analytic weight for replicate 12	Student Level BRR Weights
1	W1STUDENT013	W1 BRR student analytic weight for replicate 13	Student Level BRR Weights
1	W1STUDENT014	W1 BRR student analytic weight for replicate 14	Student Level BRR Weights
1	W1STUDENT015	W1 BRR student analytic weight for replicate 15	Student Level BRR Weights
1	W1STUDENT016	W1 BRR student analytic weight for replicate 16	Student Level BRR Weights
1	W1STUDENT017	W1 BRR student analytic weight for replicate 17	Student Level BRR Weights
1	W1STUDENT018	W1 BRR student analytic weight for replicate 18	Student Level BRR Weights
1	W1STUDENT019	W1 BRR student analytic weight for replicate 19	Student Level BRR Weights
1	W1STUDENT020	W1 BRR student analytic weight for replicate 20	Student Level BRR Weights
1	W1STUDENT021	W1 BRR student analytic weight for replicate 21	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1STUDENT022	W1 BRR student analytic weight for replicate 22	Student Level BRR Weights
1	W1STUDENT023	W1 BRR student analytic weight for replicate 23	Student Level BRR Weights
1	W1STUDENT024	W1 BRR student analytic weight for replicate 24	Student Level BRR Weights
1	W1STUDENT025	W1 BRR student analytic weight for replicate 25	Student Level BRR Weights
1	W1STUDENT026	W1 BRR student analytic weight for replicate 26	Student Level BRR Weights
1	W1STUDENT027	W1 BRR student analytic weight for replicate 27	Student Level BRR Weights
1	W1STUDENT028	W1 BRR student analytic weight for replicate 28	Student Level BRR Weights
1	W1STUDENT029	W1 BRR student analytic weight for replicate 29	Student Level BRR Weights
1	W1STUDENT030	W1 BRR student analytic weight for replicate 30	Student Level BRR Weights
1	W1STUDENT031	W1 BRR student analytic weight for replicate 31	Student Level BRR Weights
1	W1STUDENT032	W1 BRR student analytic weight for replicate 32	Student Level BRR Weights
1	W1STUDENT033	W1 BRR student analytic weight for replicate 33	Student Level BRR Weights
1	W1STUDENT034	W1 BRR student analytic weight for replicate 34	Student Level BRR Weights
1	W1STUDENT035	W1 BRR student analytic weight for replicate 35	Student Level BRR Weights
1	W1STUDENT036	W1 BRR student analytic weight for replicate 36	Student Level BRR Weights
1	W1STUDENT037	W1 BRR student analytic weight for replicate 37	Student Level BRR Weights
1	W1STUDENT038	W1 BRR student analytic weight for replicate 38	Student Level BRR Weights
1	W1STUDENT039	W1 BRR student analytic weight for replicate 39	Student Level BRR Weights
1	W1STUDENT040	W1 BRR student analytic weight for replicate 40	Student Level BRR Weights
1	W1STUDENT041	W1 BRR student analytic weight for replicate 41	Student Level BRR Weights
1	W1STUDENT042	W1 BRR student analytic weight for replicate 42	Student Level BRR Weights
1	W1STUDENT043	W1 BRR student analytic weight for replicate 43	Student Level BRR Weights
1	W1STUDENT044	W1 BRR student analytic weight for replicate 44	Student Level BRR Weights
1	W1STUDENT045	W1 BRR student analytic weight for replicate 45	Student Level BRR Weights
1	W1STUDENT046	W1 BRR student analytic weight for replicate 46	Student Level BRR Weights
1	W1STUDENT047	W1 BRR student analytic weight for replicate 47	Student Level BRR Weights
1	W1STUDENT048	W1 BRR student analytic weight for replicate 48	Student Level BRR Weights
1	W1STUDENT049	W1 BRR student analytic weight for replicate 49	Student Level BRR Weights
1	W1STUDENT050	W1 BRR student analytic weight for replicate 50	Student Level BRR Weights
1	W1STUDENT051	W1 BRR student analytic weight for replicate 51	Student Level BRR Weights
1	W1STUDENT052	W1 BRR student analytic weight for replicate 52	Student Level BRR Weights
1	W1STUDENT053	W1 BRR student analytic weight for replicate 53	Student Level BRR Weights
1	W1STUDENT054	W1 BRR student analytic weight for replicate 54	Student Level BRR Weights
1	W1STUDENT055	W1 BRR student analytic weight for replicate 55	Student Level BRR Weights
1	W1STUDENT056	W1 BRR student analytic weight for replicate 56	Student Level BRR Weights
1	W1STUDENT057	W1 BRR student analytic weight for replicate 57	Student Level BRR Weights
1	W1STUDENT058	W1 BRR student analytic weight for replicate 58	Student Level BRR Weights
1	W1STUDENT059	W1 BRR student analytic weight for replicate 59	Student Level BRR Weights
1	W1STUDENT060	W1 BRR student analytic weight for replicate 60	Student Level BRR Weights
1	W1STUDENT061	W1 BRR student analytic weight for replicate 61	Student Level BRR Weights
1	W1STUDENT062	W1 BRR student analytic weight for replicate 62	Student Level BRR Weights
1	W1STUDENT063	W1 BRR student analytic weight for replicate 63	Student Level BRR Weights
1	W1STUDENT064	W1 BRR student analytic weight for replicate 64	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1STUDENT065	W1 BRR student analytic weight for replicate 65	Student Level BRR Weights
1	W1STUDENT066	W1 BRR student analytic weight for replicate 66	Student Level BRR Weights
1	W1STUDENT067	W1 BRR student analytic weight for replicate 67	Student Level BRR Weights
1	W1STUDENT068	W1 BRR student analytic weight for replicate 68	Student Level BRR Weights
1	W1STUDENT069	W1 BRR student analytic weight for replicate 69	Student Level BRR Weights
1	W1STUDENT070	W1 BRR student analytic weight for replicate 70	Student Level BRR Weights
1	W1STUDENT071	W1 BRR student analytic weight for replicate 71	Student Level BRR Weights
1	W1STUDENT072	W1 BRR student analytic weight for replicate 72	Student Level BRR Weights
1	W1STUDENT073	W1 BRR student analytic weight for replicate 73	Student Level BRR Weights
1	W1STUDENT074	W1 BRR student analytic weight for replicate 74	Student Level BRR Weights
1	W1STUDENT075	W1 BRR student analytic weight for replicate 75	Student Level BRR Weights
1	W1STUDENT076	W1 BRR student analytic weight for replicate 76	Student Level BRR Weights
1	W1STUDENT077	W1 BRR student analytic weight for replicate 77	Student Level BRR Weights
1	W1STUDENT078	W1 BRR student analytic weight for replicate 78	Student Level BRR Weights
1	W1STUDENT079	W1 BRR student analytic weight for replicate 79	Student Level BRR Weights
1	W1STUDENT080	W1 BRR student analytic weight for replicate 80	Student Level BRR Weights
1	W1STUDENT081	W1 BRR student analytic weight for replicate 81	Student Level BRR Weights
1	W1STUDENT082	W1 BRR student analytic weight for replicate 82	Student Level BRR Weights
1	W1STUDENT083	W1 BRR student analytic weight for replicate 83	Student Level BRR Weights
1	W1STUDENT084	W1 BRR student analytic weight for replicate 84	Student Level BRR Weights
1	W1STUDENT085	W1 BRR student analytic weight for replicate 85	Student Level BRR Weights
1	W1STUDENT086	W1 BRR student analytic weight for replicate 86	Student Level BRR Weights
1	W1STUDENT087	W1 BRR student analytic weight for replicate 87	Student Level BRR Weights
1	W1STUDENT088	W1 BRR student analytic weight for replicate 88	Student Level BRR Weights
1	W1STUDENT089	W1 BRR student analytic weight for replicate 89	Student Level BRR Weights
1	W1STUDENT090	W1 BRR student analytic weight for replicate 90	Student Level BRR Weights
1	W1STUDENT091	W1 BRR student analytic weight for replicate 91	Student Level BRR Weights
1	W1STUDENT092	W1 BRR student analytic weight for replicate 92	Student Level BRR Weights
1	W1STUDENT093	W1 BRR student analytic weight for replicate 93	Student Level BRR Weights
1	W1STUDENT094	W1 BRR student analytic weight for replicate 94	Student Level BRR Weights
1	W1STUDENT095	W1 BRR student analytic weight for replicate 95	Student Level BRR Weights
1	W1STUDENT096	W1 BRR student analytic weight for replicate 96	Student Level BRR Weights
1	W1STUDENT097	W1 BRR student analytic weight for replicate 97	Student Level BRR Weights
1	W1STUDENT098	W1 BRR student analytic weight for replicate 98	Student Level BRR Weights
1	W1STUDENT099	W1 BRR student analytic weight for replicate 99	Student Level BRR Weights
1	W1STUDENT100	W1 BRR student analytic weight for replicate 100	Student Level BRR Weights
1	W1STUDENT101	W1 BRR student analytic weight for replicate 101	Student Level BRR Weights
1	W1STUDENT102	W1 BRR student analytic weight for replicate 102	Student Level BRR Weights
1	W1STUDENT103	W1 BRR student analytic weight for replicate 103	Student Level BRR Weights
1	W1STUDENT104	W1 BRR student analytic weight for replicate 104	Student Level BRR Weights
1	W1STUDENT105	W1 BRR student analytic weight for replicate 105	Student Level BRR Weights
1	W1STUDENT106	W1 BRR student analytic weight for replicate 106	Student Level BRR Weights
1	W1STUDENT107	W1 BRR student analytic weight for replicate 107	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1STUDENT108	W1 BRR student analytic weight for replicate 108	Student Level BRR Weights
1	W1STUDENT109	W1 BRR student analytic weight for replicate 109	Student Level BRR Weights
1	W1STUDENT110	W1 BRR student analytic weight for replicate 110	Student Level BRR Weights
1	W1STUDENT111	W1 BRR student analytic weight for replicate 111	Student Level BRR Weights
1	W1STUDENT112	W1 BRR student analytic weight for replicate 112	Student Level BRR Weights
1	W1STUDENT113	W1 BRR student analytic weight for replicate 113	Student Level BRR Weights
1	W1STUDENT114	W1 BRR student analytic weight for replicate 114	Student Level BRR Weights
1	W1STUDENT115	W1 BRR student analytic weight for replicate 115	Student Level BRR Weights
1	W1STUDENT116	W1 BRR student analytic weight for replicate 116	Student Level BRR Weights
1	W1STUDENT117	W1 BRR student analytic weight for replicate 117	Student Level BRR Weights
1	W1STUDENT118	W1 BRR student analytic weight for replicate 118	Student Level BRR Weights
1	W1STUDENT119	W1 BRR student analytic weight for replicate 119	Student Level BRR Weights
1	W1STUDENT120	W1 BRR student analytic weight for replicate 120	Student Level BRR Weights
1	W1STUDENT121	W1 BRR student analytic weight for replicate 121	Student Level BRR Weights
1	W1STUDENT122	W1 BRR student analytic weight for replicate 122	Student Level BRR Weights
1	W1STUDENT123	W1 BRR student analytic weight for replicate 123	Student Level BRR Weights
1	W1STUDENT124	W1 BRR student analytic weight for replicate 124	Student Level BRR Weights
1	W1STUDENT125	W1 BRR student analytic weight for replicate 125	Student Level BRR Weights
1	W1STUDENT126	W1 BRR student analytic weight for replicate 126	Student Level BRR Weights
1	W1STUDENT127	W1 BRR student analytic weight for replicate 127	Student Level BRR Weights
1	W1STUDENT128	W1 BRR student analytic weight for replicate 128	Student Level BRR Weights
1	W1STUDENT129	W1 BRR student analytic weight for replicate 129	Student Level BRR Weights
1	W1STUDENT130	W1 BRR student analytic weight for replicate 130	Student Level BRR Weights
1	W1STUDENT131	W1 BRR student analytic weight for replicate 131	Student Level BRR Weights
1	W1STUDENT132	W1 BRR student analytic weight for replicate 132	Student Level BRR Weights
1	W1STUDENT133	W1 BRR student analytic weight for replicate 133	Student Level BRR Weights
1	W1STUDENT134	W1 BRR student analytic weight for replicate 134	Student Level BRR Weights
1	W1STUDENT135	W1 BRR student analytic weight for replicate 135	Student Level BRR Weights
1	W1STUDENT136	W1 BRR student analytic weight for replicate 136	Student Level BRR Weights
1	W1STUDENT137	W1 BRR student analytic weight for replicate 137	Student Level BRR Weights
1	W1STUDENT138	W1 BRR student analytic weight for replicate 138	Student Level BRR Weights
1	W1STUDENT139	W1 BRR student analytic weight for replicate 139	Student Level BRR Weights
1	W1STUDENT140	W1 BRR student analytic weight for replicate 140	Student Level BRR Weights
1	W1STUDENT141	W1 BRR student analytic weight for replicate 141	Student Level BRR Weights
1	W1STUDENT142	W1 BRR student analytic weight for replicate 142	Student Level BRR Weights
1	W1STUDENT143	W1 BRR student analytic weight for replicate 143	Student Level BRR Weights
1	W1STUDENT144	W1 BRR student analytic weight for replicate 144	Student Level BRR Weights
1	W1STUDENT145	W1 BRR student analytic weight for replicate 145	Student Level BRR Weights
1	W1STUDENT146	W1 BRR student analytic weight for replicate 146	Student Level BRR Weights
1	W1STUDENT147	W1 BRR student analytic weight for replicate 147	Student Level BRR Weights
1	W1STUDENT148	W1 BRR student analytic weight for replicate 148	Student Level BRR Weights
1	W1STUDENT149	W1 BRR student analytic weight for replicate 149	Student Level BRR Weights
1	W1STUDENT150	W1 BRR student analytic weight for replicate 150	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1STUDENT151	W1 BRR student analytic weight for replicate 151	Student Level BRR Weights
1	W1STUDENT152	W1 BRR student analytic weight for replicate 152	Student Level BRR Weights
1	W1STUDENT153	W1 BRR student analytic weight for replicate 153	Student Level BRR Weights
1	W1STUDENT154	W1 BRR student analytic weight for replicate 154	Student Level BRR Weights
1	W1STUDENT155	W1 BRR student analytic weight for replicate 155	Student Level BRR Weights
1	W1STUDENT156	W1 BRR student analytic weight for replicate 156	Student Level BRR Weights
1	W1STUDENT157	W1 BRR student analytic weight for replicate 157	Student Level BRR Weights
1	W1STUDENT158	W1 BRR student analytic weight for replicate 158	Student Level BRR Weights
1	W1STUDENT159	W1 BRR student analytic weight for replicate 159	Student Level BRR Weights
1	W1STUDENT160	W1 BRR student analytic weight for replicate 160	Student Level BRR Weights
1	W1STUDENT161	W1 BRR student analytic weight for replicate 161	Student Level BRR Weights
1	W1STUDENT162	W1 BRR student analytic weight for replicate 162	Student Level BRR Weights
1	W1STUDENT163	W1 BRR student analytic weight for replicate 163	Student Level BRR Weights
1	W1STUDENT164	W1 BRR student analytic weight for replicate 164	Student Level BRR Weights
1	W1STUDENT165	W1 BRR student analytic weight for replicate 165	Student Level BRR Weights
1	W1STUDENT166	W1 BRR student analytic weight for replicate 166	Student Level BRR Weights
1	W1STUDENT167	W1 BRR student analytic weight for replicate 167	Student Level BRR Weights
1	W1STUDENT168	W1 BRR student analytic weight for replicate 168	Student Level BRR Weights
1	W1STUDENT169	W1 BRR student analytic weight for replicate 169	Student Level BRR Weights
1	W1STUDENT170	W1 BRR student analytic weight for replicate 170	Student Level BRR Weights
1	W1STUDENT171	W1 BRR student analytic weight for replicate 171	Student Level BRR Weights
1	W1STUDENT172	W1 BRR student analytic weight for replicate 172	Student Level BRR Weights
1	W1STUDENT173	W1 BRR student analytic weight for replicate 173	Student Level BRR Weights
1	W1STUDENT174	W1 BRR student analytic weight for replicate 174	Student Level BRR Weights
1	W1STUDENT175	W1 BRR student analytic weight for replicate 175	Student Level BRR Weights
1	W1STUDENT176	W1 BRR student analytic weight for replicate 176	Student Level BRR Weights
1	W1STUDENT177	W1 BRR student analytic weight for replicate 177	Student Level BRR Weights
1	W1STUDENT178	W1 BRR student analytic weight for replicate 178	Student Level BRR Weights
1	W1STUDENT179	W1 BRR student analytic weight for replicate 179	Student Level BRR Weights
1	W1STUDENT180	W1 BRR student analytic weight for replicate 180	Student Level BRR Weights
1	W1STUDENT181	W1 BRR student analytic weight for replicate 181	Student Level BRR Weights
1	W1STUDENT182	W1 BRR student analytic weight for replicate 182	Student Level BRR Weights
1	W1STUDENT183	W1 BRR student analytic weight for replicate 183	Student Level BRR Weights
1	W1STUDENT184	W1 BRR student analytic weight for replicate 184	Student Level BRR Weights
1	W1STUDENT185	W1 BRR student analytic weight for replicate 185	Student Level BRR Weights
1	W1STUDENT186	W1 BRR student analytic weight for replicate 186	Student Level BRR Weights
1	W1STUDENT187	W1 BRR student analytic weight for replicate 187	Student Level BRR Weights
1	W1STUDENT188	W1 BRR student analytic weight for replicate 188	Student Level BRR Weights
1	W1STUDENT189	W1 BRR student analytic weight for replicate 189	Student Level BRR Weights
1	W1STUDENT190	W1 BRR student analytic weight for replicate 190	Student Level BRR Weights
1	W1STUDENT191	W1 BRR student analytic weight for replicate 191	Student Level BRR Weights
1	W1STUDENT192	W1 BRR student analytic weight for replicate 192	Student Level BRR Weights
1	W1STUDENT193	W1 BRR student analytic weight for replicate 193	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1STUDENT194	W1 BRR student analytic weight for replicate 194	Student Level BRR Weights
1	W1STUDENT195	W1 BRR student analytic weight for replicate 195	Student Level BRR Weights
1	W1STUDENT196	W1 BRR student analytic weight for replicate 196	Student Level BRR Weights
1	W1STUDENT197	W1 BRR student analytic weight for replicate 197	Student Level BRR Weights
1	W1STUDENT198	W1 BRR student analytic weight for replicate 198	Student Level BRR Weights
1	W1STUDENT199	W1 BRR student analytic weight for replicate 199	Student Level BRR Weights
1	W1STUDENT200	W1 BRR student analytic weight for replicate 200	Student Level BRR Weights
1	W1PARENT001	W1 BRR student home analytic weight for replicate 1	Student Level BRR Weights
1	W1PARENT002	W1 BRR student home analytic weight for replicate 2	Student Level BRR Weights
1	W1PARENT003	W1 BRR student home analytic weight for replicate 3	Student Level BRR Weights
1	W1PARENT004	W1 BRR student home analytic weight for replicate 4	Student Level BRR Weights
1	W1PARENT005	W1 BRR student home analytic weight for replicate 5	Student Level BRR Weights
1	W1PARENT006	W1 BRR student home analytic weight for replicate 6	Student Level BRR Weights
1	W1PARENT007	W1 BRR student home analytic weight for replicate 7	Student Level BRR Weights
1	W1PARENT008	W1 BRR student home analytic weight for replicate 8	Student Level BRR Weights
1	W1PARENT009	W1 BRR student home analytic weight for replicate 9	Student Level BRR Weights
1	W1PARENT010	W1 BRR student home analytic weight for replicate 10	Student Level BRR Weights
1	W1PARENT011	W1 BRR student home analytic weight for replicate 11	Student Level BRR Weights
1	W1PARENT012	W1 BRR student home analytic weight for replicate 12	Student Level BRR Weights
1	W1PARENT013	W1 BRR student home analytic weight for replicate 13	Student Level BRR Weights
1	W1PARENT014	W1 BRR student home analytic weight for replicate 14	Student Level BRR Weights
1	W1PARENT015	W1 BRR student home analytic weight for replicate 15	Student Level BRR Weights
1	W1PARENT016	W1 BRR student home analytic weight for replicate 16	Student Level BRR Weights
1	W1PARENT017	W1 BRR student home analytic weight for replicate 17	Student Level BRR Weights
1	W1PARENT018	W1 BRR student home analytic weight for replicate 18	Student Level BRR Weights
1	W1PARENT019	W1 BRR student home analytic weight for replicate 19	Student Level BRR Weights
1	W1PARENT020	W1 BRR student home analytic weight for replicate 20	Student Level BRR Weights
1	W1PARENT021	W1 BRR student home analytic weight for replicate 21	Student Level BRR Weights
1	W1PARENT022	W1 BRR student home analytic weight for replicate 22	Student Level BRR Weights
1	W1PARENT023	W1 BRR student home analytic weight for replicate 23	Student Level BRR Weights
1	W1PARENT024	W1 BRR student home analytic weight for replicate 24	Student Level BRR Weights
1	W1PARENT025	W1 BRR student home analytic weight for replicate 25	Student Level BRR Weights
1	W1PARENT026	W1 BRR student home analytic weight for replicate 26	Student Level BRR Weights
1	W1PARENT027	W1 BRR student home analytic weight for replicate 27	Student Level BRR Weights
1	W1PARENT028	W1 BRR student home analytic weight for replicate 28	Student Level BRR Weights
1	W1PARENT029	W1 BRR student home analytic weight for replicate 29	Student Level BRR Weights
1	W1PARENT030	W1 BRR student home analytic weight for replicate 30	Student Level BRR Weights
1	W1PARENT031	W1 BRR student home analytic weight for replicate 31	Student Level BRR Weights
1	W1PARENT032	W1 BRR student home analytic weight for replicate 32	Student Level BRR Weights
1	W1PARENT033	W1 BRR student home analytic weight for replicate 33	Student Level BRR Weights
1	W1PARENT034	W1 BRR student home analytic weight for replicate 34	Student Level BRR Weights
1	W1PARENT035	W1 BRR student home analytic weight for replicate 35	Student Level BRR Weights
1	W1PARENT036	W1 BRR student home analytic weight for replicate 36	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1PARENT037	W1 BRR student home analytic weight for replicate 37	Student Level BRR Weights
1	W1PARENT038	W1 BRR student home analytic weight for replicate 38	Student Level BRR Weights
1	W1PARENT039	W1 BRR student home analytic weight for replicate 39	Student Level BRR Weights
1	W1PARENT040	W1 BRR student home analytic weight for replicate 40	Student Level BRR Weights
1	W1PARENT041	W1 BRR student home analytic weight for replicate 41	Student Level BRR Weights
1	W1PARENT042	W1 BRR student home analytic weight for replicate 42	Student Level BRR Weights
1	W1PARENT043	W1 BRR student home analytic weight for replicate 43	Student Level BRR Weights
1	W1PARENT044	W1 BRR student home analytic weight for replicate 44	Student Level BRR Weights
1	W1PARENT045	W1 BRR student home analytic weight for replicate 45	Student Level BRR Weights
1	W1PARENT046	W1 BRR student home analytic weight for replicate 46	Student Level BRR Weights
1	W1PARENT047	W1 BRR student home analytic weight for replicate 47	Student Level BRR Weights
1	W1PARENT048	W1 BRR student home analytic weight for replicate 48	Student Level BRR Weights
1	W1PARENT049	W1 BRR student home analytic weight for replicate 49	Student Level BRR Weights
1	W1PARENT050	W1 BRR student home analytic weight for replicate 50	Student Level BRR Weights
1	W1PARENT051	W1 BRR student home analytic weight for replicate 51	Student Level BRR Weights
1	W1PARENT052	W1 BRR student home analytic weight for replicate 52	Student Level BRR Weights
1	W1PARENT053	W1 BRR student home analytic weight for replicate 53	Student Level BRR Weights
1	W1PARENT054	W1 BRR student home analytic weight for replicate 54	Student Level BRR Weights
1	W1PARENT055	W1 BRR student home analytic weight for replicate 55	Student Level BRR Weights
1	W1PARENT056	W1 BRR student home analytic weight for replicate 56	Student Level BRR Weights
1	W1PARENT057	W1 BRR student home analytic weight for replicate 57	Student Level BRR Weights
1	W1PARENT058	W1 BRR student home analytic weight for replicate 58	Student Level BRR Weights
1	W1PARENT059	W1 BRR student home analytic weight for replicate 59	Student Level BRR Weights
1	W1PARENT060	W1 BRR student home analytic weight for replicate 60	Student Level BRR Weights
1	W1PARENT061	W1 BRR student home analytic weight for replicate 61	Student Level BRR Weights
1	W1PARENT062	W1 BRR student home analytic weight for replicate 62	Student Level BRR Weights
1	W1PARENT063	W1 BRR student home analytic weight for replicate 63	Student Level BRR Weights
1	W1PARENT064	W1 BRR student home analytic weight for replicate 64	Student Level BRR Weights
1	W1PARENT065	W1 BRR student home analytic weight for replicate 65	Student Level BRR Weights
1	W1PARENT066	W1 BRR student home analytic weight for replicate 66	Student Level BRR Weights
1	W1PARENT067	W1 BRR student home analytic weight for replicate 67	Student Level BRR Weights
1	W1PARENT068	W1 BRR student home analytic weight for replicate 68	Student Level BRR Weights
1	W1PARENT069	W1 BRR student home analytic weight for replicate 69	Student Level BRR Weights
1	W1PARENT070	W1 BRR student home analytic weight for replicate 70	Student Level BRR Weights
1	W1PARENT071	W1 BRR student home analytic weight for replicate 71	Student Level BRR Weights
1	W1PARENT072	W1 BRR student home analytic weight for replicate 72	Student Level BRR Weights
1	W1PARENT073	W1 BRR student home analytic weight for replicate 73	Student Level BRR Weights
1	W1PARENT074	W1 BRR student home analytic weight for replicate 74	Student Level BRR Weights
1	W1PARENT075	W1 BRR student home analytic weight for replicate 75	Student Level BRR Weights
1	W1PARENT076	W1 BRR student home analytic weight for replicate 76	Student Level BRR Weights
1	W1PARENT077	W1 BRR student home analytic weight for replicate 77	Student Level BRR Weights
1	W1PARENT078	W1 BRR student home analytic weight for replicate 78	Student Level BRR Weights
1	W1PARENT079	W1 BRR student home analytic weight for replicate 79	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1PARENT080	W1 BRR student home analytic weight for replicate 80	Student Level BRR Weights
1	W1PARENT081	W1 BRR student home analytic weight for replicate 81	Student Level BRR Weights
1	W1PARENT082	W1 BRR student home analytic weight for replicate 82	Student Level BRR Weights
1	W1PARENT083	W1 BRR student home analytic weight for replicate 83	Student Level BRR Weights
1	W1PARENT084	W1 BRR student home analytic weight for replicate 84	Student Level BRR Weights
1	W1PARENT085	W1 BRR student home analytic weight for replicate 85	Student Level BRR Weights
1	W1PARENT086	W1 BRR student home analytic weight for replicate 86	Student Level BRR Weights
1	W1PARENT087	W1 BRR student home analytic weight for replicate 87	Student Level BRR Weights
1	W1PARENT088	W1 BRR student home analytic weight for replicate 88	Student Level BRR Weights
1	W1PARENT089	W1 BRR student home analytic weight for replicate 89	Student Level BRR Weights
1	W1PARENT090	W1 BRR student home analytic weight for replicate 90	Student Level BRR Weights
1	W1PARENT091	W1 BRR student home analytic weight for replicate 91	Student Level BRR Weights
1	W1PARENT092	W1 BRR student home analytic weight for replicate 92	Student Level BRR Weights
1	W1PARENT093	W1 BRR student home analytic weight for replicate 93	Student Level BRR Weights
1	W1PARENT094	W1 BRR student home analytic weight for replicate 94	Student Level BRR Weights
1	W1PARENT095	W1 BRR student home analytic weight for replicate 95	Student Level BRR Weights
1	W1PARENT096	W1 BRR student home analytic weight for replicate 96	Student Level BRR Weights
1	W1PARENT097	W1 BRR student home analytic weight for replicate 97	Student Level BRR Weights
1	W1PARENT098	W1 BRR student home analytic weight for replicate 98	Student Level BRR Weights
1	W1PARENT099	W1 BRR student home analytic weight for replicate 99	Student Level BRR Weights
1	W1PARENT100	W1 BRR student home analytic weight for replicate 100	Student Level BRR Weights
1	W1PARENT101	W1 BRR student home analytic weight for replicate 101	Student Level BRR Weights
1	W1PARENT102	W1 BRR student home analytic weight for replicate 102	Student Level BRR Weights
1	W1PARENT103	W1 BRR student home analytic weight for replicate 103	Student Level BRR Weights
1	W1PARENT104	W1 BRR student home analytic weight for replicate 104	Student Level BRR Weights
1	W1PARENT105	W1 BRR student home analytic weight for replicate 105	Student Level BRR Weights
1	W1PARENT106	W1 BRR student home analytic weight for replicate 106	Student Level BRR Weights
1	W1PARENT107	W1 BRR student home analytic weight for replicate 107	Student Level BRR Weights
1	W1PARENT108	W1 BRR student home analytic weight for replicate 108	Student Level BRR Weights
1	W1PARENT109	W1 BRR student home analytic weight for replicate 109	Student Level BRR Weights
1	W1PARENT110	W1 BRR student home analytic weight for replicate 110	Student Level BRR Weights
1	W1PARENT111	W1 BRR student home analytic weight for replicate 111	Student Level BRR Weights
1	W1PARENT112	W1 BRR student home analytic weight for replicate 112	Student Level BRR Weights
1	W1PARENT113	W1 BRR student home analytic weight for replicate 113	Student Level BRR Weights
1	W1PARENT114	W1 BRR student home analytic weight for replicate 114	Student Level BRR Weights
1	W1PARENT115	W1 BRR student home analytic weight for replicate 115	Student Level BRR Weights
1	W1PARENT116	W1 BRR student home analytic weight for replicate 116	Student Level BRR Weights
1	W1PARENT117	W1 BRR student home analytic weight for replicate 117	Student Level BRR Weights
1	W1PARENT118	W1 BRR student home analytic weight for replicate 118	Student Level BRR Weights
1	W1PARENT119	W1 BRR student home analytic weight for replicate 119	Student Level BRR Weights
1	W1PARENT120	W1 BRR student home analytic weight for replicate 120	Student Level BRR Weights
1	W1PARENT121	W1 BRR student home analytic weight for replicate 121	Student Level BRR Weights
1	W1PARENT122	W1 BRR student home analytic weight for replicate 122	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1PARENT123	W1 BRR student home analytic weight for replicate 123	Student Level BRR Weights
1	W1PARENT124	W1 BRR student home analytic weight for replicate 124	Student Level BRR Weights
1	W1PARENT125	W1 BRR student home analytic weight for replicate 125	Student Level BRR Weights
1	W1PARENT126	W1 BRR student home analytic weight for replicate 126	Student Level BRR Weights
1	W1PARENT127	W1 BRR student home analytic weight for replicate 127	Student Level BRR Weights
1	W1PARENT128	W1 BRR student home analytic weight for replicate 128	Student Level BRR Weights
1	W1PARENT129	W1 BRR student home analytic weight for replicate 129	Student Level BRR Weights
1	W1PARENT130	W1 BRR student home analytic weight for replicate 130	Student Level BRR Weights
1	W1PARENT131	W1 BRR student home analytic weight for replicate 131	Student Level BRR Weights
1	W1PARENT132	W1 BRR student home analytic weight for replicate 132	Student Level BRR Weights
1	W1PARENT133	W1 BRR student home analytic weight for replicate 133	Student Level BRR Weights
1	W1PARENT134	W1 BRR student home analytic weight for replicate 134	Student Level BRR Weights
1	W1PARENT135	W1 BRR student home analytic weight for replicate 135	Student Level BRR Weights
1	W1PARENT136	W1 BRR student home analytic weight for replicate 136	Student Level BRR Weights
1	W1PARENT137	W1 BRR student home analytic weight for replicate 137	Student Level BRR Weights
1	W1PARENT138	W1 BRR student home analytic weight for replicate 138	Student Level BRR Weights
1	W1PARENT139	W1 BRR student home analytic weight for replicate 139	Student Level BRR Weights
1	W1PARENT140	W1 BRR student home analytic weight for replicate 140	Student Level BRR Weights
1	W1PARENT141	W1 BRR student home analytic weight for replicate 141	Student Level BRR Weights
1	W1PARENT142	W1 BRR student home analytic weight for replicate 142	Student Level BRR Weights
1	W1PARENT143	W1 BRR student home analytic weight for replicate 143	Student Level BRR Weights
1	W1PARENT144	W1 BRR student home analytic weight for replicate 144	Student Level BRR Weights
1	W1PARENT145	W1 BRR student home analytic weight for replicate 145	Student Level BRR Weights
1	W1PARENT146	W1 BRR student home analytic weight for replicate 146	Student Level BRR Weights
1	W1PARENT147	W1 BRR student home analytic weight for replicate 147	Student Level BRR Weights
1	W1PARENT148	W1 BRR student home analytic weight for replicate 148	Student Level BRR Weights
1	W1PARENT149	W1 BRR student home analytic weight for replicate 149	Student Level BRR Weights
1	W1PARENT150	W1 BRR student home analytic weight for replicate 150	Student Level BRR Weights
1	W1PARENT151	W1 BRR student home analytic weight for replicate 151	Student Level BRR Weights
1	W1PARENT152	W1 BRR student home analytic weight for replicate 152	Student Level BRR Weights
1	W1PARENT153	W1 BRR student home analytic weight for replicate 153	Student Level BRR Weights
1	W1PARENT154	W1 BRR student home analytic weight for replicate 154	Student Level BRR Weights
1	W1PARENT155	W1 BRR student home analytic weight for replicate 155	Student Level BRR Weights
1	W1PARENT156	W1 BRR student home analytic weight for replicate 156	Student Level BRR Weights
1	W1PARENT157	W1 BRR student home analytic weight for replicate 157	Student Level BRR Weights
1	W1PARENT158	W1 BRR student home analytic weight for replicate 158	Student Level BRR Weights
1	W1PARENT159	W1 BRR student home analytic weight for replicate 159	Student Level BRR Weights
1	W1PARENT160	W1 BRR student home analytic weight for replicate 160	Student Level BRR Weights
1	W1PARENT161	W1 BRR student home analytic weight for replicate 161	Student Level BRR Weights
1	W1PARENT162	W1 BRR student home analytic weight for replicate 162	Student Level BRR Weights
1	W1PARENT163	W1 BRR student home analytic weight for replicate 163	Student Level BRR Weights
1	W1PARENT164	W1 BRR student home analytic weight for replicate 164	Student Level BRR Weights
1	W1PARENT165	W1 BRR student home analytic weight for replicate 165	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1PARENT166	W1 BRR student home analytic weight for replicate 166	Student Level BRR Weights
1	W1PARENT167	W1 BRR student home analytic weight for replicate 167	Student Level BRR Weights
1	W1PARENT168	W1 BRR student home analytic weight for replicate 168	Student Level BRR Weights
1	W1PARENT169	W1 BRR student home analytic weight for replicate 169	Student Level BRR Weights
1	W1PARENT170	W1 BRR student home analytic weight for replicate 170	Student Level BRR Weights
1	W1PARENT171	W1 BRR student home analytic weight for replicate 171	Student Level BRR Weights
1	W1PARENT172	W1 BRR student home analytic weight for replicate 172	Student Level BRR Weights
1	W1PARENT173	W1 BRR student home analytic weight for replicate 173	Student Level BRR Weights
1	W1PARENT174	W1 BRR student home analytic weight for replicate 174	Student Level BRR Weights
1	W1PARENT175	W1 BRR student home analytic weight for replicate 175	Student Level BRR Weights
1	W1PARENT176	W1 BRR student home analytic weight for replicate 176	Student Level BRR Weights
1	W1PARENT177	W1 BRR student home analytic weight for replicate 177	Student Level BRR Weights
1	W1PARENT178	W1 BRR student home analytic weight for replicate 178	Student Level BRR Weights
1	W1PARENT179	W1 BRR student home analytic weight for replicate 179	Student Level BRR Weights
1	W1PARENT180	W1 BRR student home analytic weight for replicate 180	Student Level BRR Weights
1	W1PARENT181	W1 BRR student home analytic weight for replicate 181	Student Level BRR Weights
1	W1PARENT182	W1 BRR student home analytic weight for replicate 182	Student Level BRR Weights
1	W1PARENT183	W1 BRR student home analytic weight for replicate 183	Student Level BRR Weights
1	W1PARENT184	W1 BRR student home analytic weight for replicate 184	Student Level BRR Weights
1	W1PARENT185	W1 BRR student home analytic weight for replicate 185	Student Level BRR Weights
1	W1PARENT186	W1 BRR student home analytic weight for replicate 186	Student Level BRR Weights
1	W1PARENT187	W1 BRR student home analytic weight for replicate 187	Student Level BRR Weights
1	W1PARENT188	W1 BRR student home analytic weight for replicate 188	Student Level BRR Weights
1	W1PARENT189	W1 BRR student home analytic weight for replicate 189	Student Level BRR Weights
1	W1PARENT190	W1 BRR student home analytic weight for replicate 190	Student Level BRR Weights
1	W1PARENT191	W1 BRR student home analytic weight for replicate 191	Student Level BRR Weights
1	W1PARENT192	W1 BRR student home analytic weight for replicate 192	Student Level BRR Weights
1	W1PARENT193	W1 BRR student home analytic weight for replicate 193	Student Level BRR Weights
1	W1PARENT194	W1 BRR student home analytic weight for replicate 194	Student Level BRR Weights
1	W1PARENT195	W1 BRR student home analytic weight for replicate 195	Student Level BRR Weights
1	W1PARENT196	W1 BRR student home analytic weight for replicate 196	Student Level BRR Weights
1	W1PARENT197	W1 BRR student home analytic weight for replicate 197	Student Level BRR Weights
1	W1PARENT198	W1 BRR student home analytic weight for replicate 198	Student Level BRR Weights
1	W1PARENT199	W1 BRR student home analytic weight for replicate 199	Student Level BRR Weights
1	W1PARENT200	W1 BRR student home analytic weight for replicate 200	Student Level BRR Weights
1	W1MATHTCH001	W1 BRR math-course enrollee analytic weight for replicate 1	Student Level BRR Weights
1	W1MATHTCH002	W1 BRR math-course enrollee analytic weight for replicate 2	Student Level BRR Weights
1	W1MATHTCH003	W1 BRR math-course enrollee analytic weight for replicate 3	Student Level BRR Weights
1	W1MATHTCH004	W1 BRR math-course enrollee analytic weight for replicate 4	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1MATHTCH005	W1 BRR math-course enrollee analytic weight for replicate 5	Student Level BRR Weights
1	W1MATHTCH006	W1 BRR math-course enrollee analytic weight for replicate 6	Student Level BRR Weights
1	W1MATHTCH007	W1 BRR math-course enrollee analytic weight for replicate 7	Student Level BRR Weights
1	W1MATHTCH008	W1 BRR math-course enrollee analytic weight for replicate 8	Student Level BRR Weights
1	W1MATHTCH009	W1 BRR math-course enrollee analytic weight for replicate 9	Student Level BRR Weights
1	W1MATHTCH010	W1 BRR math-course enrollee analytic weight for replicate 10	Student Level BRR Weights
1	W1MATHTCH011	W1 BRR math-course enrollee analytic weight for replicate 11	Student Level BRR Weights
1	W1MATHTCH012	W1 BRR math-course enrollee analytic weight for replicate 12	Student Level BRR Weights
1	W1MATHTCH013	W1 BRR math-course enrollee analytic weight for replicate 13	Student Level BRR Weights
1	W1MATHTCH014	W1 BRR math-course enrollee analytic weight for replicate 14	Student Level BRR Weights
1	W1MATHTCH015	W1 BRR math-course enrollee analytic weight for replicate 15	Student Level BRR Weights
1	W1MATHTCH016	W1 BRR math-course enrollee analytic weight for replicate 16	Student Level BRR Weights
1	W1MATHTCH017	W1 BRR math-course enrollee analytic weight for replicate 17	Student Level BRR Weights
1	W1MATHTCH018	W1 BRR math-course enrollee analytic weight for replicate 18	Student Level BRR Weights
1	W1MATHTCH019	W1 BRR math-course enrollee analytic weight for replicate 19	Student Level BRR Weights
1	W1MATHTCH020	W1 BRR math-course enrollee analytic weight for replicate 20	Student Level BRR Weights
1	W1MATHTCH021	W1 BRR math-course enrollee analytic weight for replicate 21	Student Level BRR Weights
1	W1MATHTCH022	W1 BRR math-course enrollee analytic weight for replicate 22	Student Level BRR Weights
1	W1MATHTCH023	W1 BRR math-course enrollee analytic weight for replicate 23	Student Level BRR Weights
1	W1MATHTCH024	W1 BRR math-course enrollee analytic weight for replicate 24	Student Level BRR Weights
1	W1MATHTCH025	W1 BRR math-course enrollee analytic weight for replicate 25	Student Level BRR Weights
1	W1MATHTCH026	W1 BRR math-course enrollee analytic weight for replicate 26	Student Level BRR Weights
1	W1MATHTCH027	W1 BRR math-course enrollee analytic weight for replicate 27	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1MATHTCH028	W1 BRR math-course enrollee analytic weight for replicate 28	Student Level BRR Weights
1	W1MATHTCH029	W1 BRR math-course enrollee analytic weight for replicate 29	Student Level BRR Weights
1	W1MATHTCH030	W1 BRR math-course enrollee analytic weight for replicate 30	Student Level BRR Weights
1	W1MATHTCH031	W1 BRR math-course enrollee analytic weight for replicate 31	Student Level BRR Weights
1	W1MATHTCH032	W1 BRR math-course enrollee analytic weight for replicate 32	Student Level BRR Weights
1	W1MATHTCH033	W1 BRR math-course enrollee analytic weight for replicate 33	Student Level BRR Weights
1	W1MATHTCH034	W1 BRR math-course enrollee analytic weight for replicate 34	Student Level BRR Weights
1	W1MATHTCH035	W1 BRR math-course enrollee analytic weight for replicate 35	Student Level BRR Weights
1	W1MATHTCH036	W1 BRR math-course enrollee analytic weight for replicate 36	Student Level BRR Weights
1	W1MATHTCH037	W1 BRR math-course enrollee analytic weight for replicate 37	Student Level BRR Weights
1	W1MATHTCH038	W1 BRR math-course enrollee analytic weight for replicate 38	Student Level BRR Weights
1	W1MATHTCH039	W1 BRR math-course enrollee analytic weight for replicate 39	Student Level BRR Weights
1	W1MATHTCH040	W1 BRR math-course enrollee analytic weight for replicate 40	Student Level BRR Weights
1	W1MATHTCH041	W1 BRR math-course enrollee analytic weight for replicate 41	Student Level BRR Weights
1	W1MATHTCH042	W1 BRR math-course enrollee analytic weight for replicate 42	Student Level BRR Weights
1	W1MATHTCH043	W1 BRR math-course enrollee analytic weight for replicate 43	Student Level BRR Weights
1	W1MATHTCH044	W1 BRR math-course enrollee analytic weight for replicate 44	Student Level BRR Weights
1	W1MATHTCH045	W1 BRR math-course enrollee analytic weight for replicate 45	Student Level BRR Weights
1	W1MATHTCH046	W1 BRR math-course enrollee analytic weight for replicate 46	Student Level BRR Weights
1	W1MATHTCH047	W1 BRR math-course enrollee analytic weight for replicate 47	Student Level BRR Weights
1	W1MATHTCH048	W1 BRR math-course enrollee analytic weight for replicate 48	Student Level BRR Weights
1	W1MATHTCH049	W1 BRR math-course enrollee analytic weight for replicate 49	Student Level BRR Weights
1	W1MATHTCH050	W1 BRR math-course enrollee analytic weight for replicate 50	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1MATHTCH051	W1 BRR math-course enrollee analytic weight for replicate 51	Student Level BRR Weights
1	W1MATHTCH052	W1 BRR math-course enrollee analytic weight for replicate 52	Student Level BRR Weights
1	W1MATHTCH053	W1 BRR math-course enrollee analytic weight for replicate 53	Student Level BRR Weights
1	W1MATHTCH054	W1 BRR math-course enrollee analytic weight for replicate 54	Student Level BRR Weights
1	W1MATHTCH055	W1 BRR math-course enrollee analytic weight for replicate 55	Student Level BRR Weights
1	W1MATHTCH056	W1 BRR math-course enrollee analytic weight for replicate 56	Student Level BRR Weights
1	W1MATHTCH057	W1 BRR math-course enrollee analytic weight for replicate 57	Student Level BRR Weights
1	W1MATHTCH058	W1 BRR math-course enrollee analytic weight for replicate 58	Student Level BRR Weights
1	W1MATHTCH059	W1 BRR math-course enrollee analytic weight for replicate 59	Student Level BRR Weights
1	W1MATHTCH060	W1 BRR math-course enrollee analytic weight for replicate 60	Student Level BRR Weights
1	W1MATHTCH061	W1 BRR math-course enrollee analytic weight for replicate 61	Student Level BRR Weights
1	W1MATHTCH062	W1 BRR math-course enrollee analytic weight for replicate 62	Student Level BRR Weights
1	W1MATHTCH063	W1 BRR math-course enrollee analytic weight for replicate 63	Student Level BRR Weights
1	W1MATHTCH064	W1 BRR math-course enrollee analytic weight for replicate 64	Student Level BRR Weights
1	W1MATHTCH065	W1 BRR math-course enrollee analytic weight for replicate 65	Student Level BRR Weights
1	W1MATHTCH066	W1 BRR math-course enrollee analytic weight for replicate 66	Student Level BRR Weights
1	W1MATHTCH067	W1 BRR math-course enrollee analytic weight for replicate 67	Student Level BRR Weights
1	W1MATHTCH068	W1 BRR math-course enrollee analytic weight for replicate 68	Student Level BRR Weights
1	W1MATHTCH069	W1 BRR math-course enrollee analytic weight for replicate 69	Student Level BRR Weights
1	W1MATHTCH070	W1 BRR math-course enrollee analytic weight for replicate 70	Student Level BRR Weights
1	W1MATHTCH071	W1 BRR math-course enrollee analytic weight for replicate 71	Student Level BRR Weights
1	W1MATHTCH072	W1 BRR math-course enrollee analytic weight for replicate 72	Student Level BRR Weights
1	W1MATHTCH073	W1 BRR math-course enrollee analytic weight for replicate 73	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1MATHTCH074	W1 BRR math-course enrollee analytic weight for replicate 74	Student Level BRR Weights
1	W1MATHTCH075	W1 BRR math-course enrollee analytic weight for replicate 75	Student Level BRR Weights
1	W1MATHTCH076	W1 BRR math-course enrollee analytic weight for replicate 76	Student Level BRR Weights
1	W1MATHTCH077	W1 BRR math-course enrollee analytic weight for replicate 77	Student Level BRR Weights
1	W1MATHTCH078	W1 BRR math-course enrollee analytic weight for replicate 78	Student Level BRR Weights
1	W1MATHTCH079	W1 BRR math-course enrollee analytic weight for replicate 79	Student Level BRR Weights
1	W1MATHTCH080	W1 BRR math-course enrollee analytic weight for replicate 80	Student Level BRR Weights
1	W1MATHTCH081	W1 BRR math-course enrollee analytic weight for replicate 81	Student Level BRR Weights
1	W1MATHTCH082	W1 BRR math-course enrollee analytic weight for replicate 82	Student Level BRR Weights
1	W1MATHTCH083	W1 BRR math-course enrollee analytic weight for replicate 83	Student Level BRR Weights
1	W1MATHTCH084	W1 BRR math-course enrollee analytic weight for replicate 84	Student Level BRR Weights
1	W1MATHTCH085	W1 BRR math-course enrollee analytic weight for replicate 85	Student Level BRR Weights
1	W1MATHTCH086	W1 BRR math-course enrollee analytic weight for replicate 86	Student Level BRR Weights
1	W1MATHTCH087	W1 BRR math-course enrollee analytic weight for replicate 87	Student Level BRR Weights
1	W1MATHTCH088	W1 BRR math-course enrollee analytic weight for replicate 88	Student Level BRR Weights
1	W1MATHTCH089	W1 BRR math-course enrollee analytic weight for replicate 89	Student Level BRR Weights
1	W1MATHTCH090	W1 BRR math-course enrollee analytic weight for replicate 90	Student Level BRR Weights
1	W1MATHTCH091	W1 BRR math-course enrollee analytic weight for replicate 91	Student Level BRR Weights
1	W1MATHTCH092	W1 BRR math-course enrollee analytic weight for replicate 92	Student Level BRR Weights
1	W1MATHTCH093	W1 BRR math-course enrollee analytic weight for replicate 93	Student Level BRR Weights
1	W1MATHTCH094	W1 BRR math-course enrollee analytic weight for replicate 94	Student Level BRR Weights
1	W1MATHTCH095	W1 BRR math-course enrollee analytic weight for replicate 95	Student Level BRR Weights
1	W1MATHTCH096	W1 BRR math-course enrollee analytic weight for replicate 96	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1MATHTCH097	W1 BRR math-course enrollee analytic weight for replicate 97	Student Level BRR Weights
1	W1MATHTCH098	W1 BRR math-course enrollee analytic weight for replicate 98	Student Level BRR Weights
1	W1MATHTCH099	W1 BRR math-course enrollee analytic weight for replicate 99	Student Level BRR Weights
1	W1MATHTCH100	W1 BRR math-course enrollee analytic weight for replicate 100	Student Level BRR Weights
1	W1MATHTCH101	W1 BRR math-course enrollee analytic weight for replicate 101	Student Level BRR Weights
1	W1MATHTCH102	W1 BRR math-course enrollee analytic weight for replicate 102	Student Level BRR Weights
1	W1MATHTCH103	W1 BRR math-course enrollee analytic weight for replicate 103	Student Level BRR Weights
1	W1MATHTCH104	W1 BRR math-course enrollee analytic weight for replicate 104	Student Level BRR Weights
1	W1MATHTCH105	W1 BRR math-course enrollee analytic weight for replicate 105	Student Level BRR Weights
1	W1MATHTCH106	W1 BRR math-course enrollee analytic weight for replicate 106	Student Level BRR Weights
1	W1MATHTCH107	W1 BRR math-course enrollee analytic weight for replicate 107	Student Level BRR Weights
1	W1MATHTCH108	W1 BRR math-course enrollee analytic weight for replicate 108	Student Level BRR Weights
1	W1MATHTCH109	W1 BRR math-course enrollee analytic weight for replicate 109	Student Level BRR Weights
1	W1MATHTCH110	W1 BRR math-course enrollee analytic weight for replicate 110	Student Level BRR Weights
1	W1MATHTCH111	W1 BRR math-course enrollee analytic weight for replicate 111	Student Level BRR Weights
1	W1MATHTCH112	W1 BRR math-course enrollee analytic weight for replicate 112	Student Level BRR Weights
1	W1MATHTCH113	W1 BRR math-course enrollee analytic weight for replicate 113	Student Level BRR Weights
1	W1MATHTCH114	W1 BRR math-course enrollee analytic weight for replicate 114	Student Level BRR Weights
1	W1MATHTCH115	W1 BRR math-course enrollee analytic weight for replicate 115	Student Level BRR Weights
1	W1MATHTCH116	W1 BRR math-course enrollee analytic weight for replicate 116	Student Level BRR Weights
1	W1MATHTCH117	W1 BRR math-course enrollee analytic weight for replicate 117	Student Level BRR Weights
1	W1MATHTCH118	W1 BRR math-course enrollee analytic weight for replicate 118	Student Level BRR Weights
1	W1MATHTCH119	W1 BRR math-course enrollee analytic weight for replicate 119	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1MATHTCH120	W1 BRR math-course enrollee analytic weight for replicate 120	Student Level BRR Weights
1	W1MATHTCH121	W1 BRR math-course enrollee analytic weight for replicate 121	Student Level BRR Weights
1	W1MATHTCH122	W1 BRR math-course enrollee analytic weight for replicate 122	Student Level BRR Weights
1	W1MATHTCH123	W1 BRR math-course enrollee analytic weight for replicate 123	Student Level BRR Weights
1	W1MATHTCH124	W1 BRR math-course enrollee analytic weight for replicate 124	Student Level BRR Weights
1	W1MATHTCH125	W1 BRR math-course enrollee analytic weight for replicate 125	Student Level BRR Weights
1	W1MATHTCH126	W1 BRR math-course enrollee analytic weight for replicate 126	Student Level BRR Weights
1	W1MATHTCH127	W1 BRR math-course enrollee analytic weight for replicate 127	Student Level BRR Weights
1	W1MATHTCH128	W1 BRR math-course enrollee analytic weight for replicate 128	Student Level BRR Weights
1	W1MATHTCH129	W1 BRR math-course enrollee analytic weight for replicate 129	Student Level BRR Weights
1	W1MATHTCH130	W1 BRR math-course enrollee analytic weight for replicate 130	Student Level BRR Weights
1	W1MATHTCH131	W1 BRR math-course enrollee analytic weight for replicate 131	Student Level BRR Weights
1	W1MATHTCH132	W1 BRR math-course enrollee analytic weight for replicate 132	Student Level BRR Weights
1	W1MATHTCH133	W1 BRR math-course enrollee analytic weight for replicate 133	Student Level BRR Weights
1	W1MATHTCH134	W1 BRR math-course enrollee analytic weight for replicate 134	Student Level BRR Weights
1	W1MATHTCH135	W1 BRR math-course enrollee analytic weight for replicate 135	Student Level BRR Weights
1	W1MATHTCH136	W1 BRR math-course enrollee analytic weight for replicate 136	Student Level BRR Weights
1	W1MATHTCH137	W1 BRR math-course enrollee analytic weight for replicate 137	Student Level BRR Weights
1	W1MATHTCH138	W1 BRR math-course enrollee analytic weight for replicate 138	Student Level BRR Weights
1	W1MATHTCH139	W1 BRR math-course enrollee analytic weight for replicate 139	Student Level BRR Weights
1	W1MATHTCH140	W1 BRR math-course enrollee analytic weight for replicate 140	Student Level BRR Weights
1	W1MATHTCH141	W1 BRR math-course enrollee analytic weight for replicate 141	Student Level BRR Weights
1	W1MATHTCH142	W1 BRR math-course enrollee analytic weight for replicate 142	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1MATHTCH143	W1 BRR math-course enrollee analytic weight for replicate 143	Student Level BRR Weights
1	W1MATHTCH144	W1 BRR math-course enrollee analytic weight for replicate 144	Student Level BRR Weights
1	W1MATHTCH145	W1 BRR math-course enrollee analytic weight for replicate 145	Student Level BRR Weights
1	W1MATHTCH146	W1 BRR math-course enrollee analytic weight for replicate 146	Student Level BRR Weights
1	W1MATHTCH147	W1 BRR math-course enrollee analytic weight for replicate 147	Student Level BRR Weights
1	W1MATHTCH148	W1 BRR math-course enrollee analytic weight for replicate 148	Student Level BRR Weights
1	W1MATHTCH149	W1 BRR math-course enrollee analytic weight for replicate 149	Student Level BRR Weights
1	W1MATHTCH150	W1 BRR math-course enrollee analytic weight for replicate 150	Student Level BRR Weights
1	W1MATHTCH151	W1 BRR math-course enrollee analytic weight for replicate 151	Student Level BRR Weights
1	W1MATHTCH152	W1 BRR math-course enrollee analytic weight for replicate 152	Student Level BRR Weights
1	W1MATHTCH153	W1 BRR math-course enrollee analytic weight for replicate 153	Student Level BRR Weights
1	W1MATHTCH154	W1 BRR math-course enrollee analytic weight for replicate 154	Student Level BRR Weights
1	W1MATHTCH155	W1 BRR math-course enrollee analytic weight for replicate 155	Student Level BRR Weights
1	W1MATHTCH156	W1 BRR math-course enrollee analytic weight for replicate 156	Student Level BRR Weights
1	W1MATHTCH157	W1 BRR math-course enrollee analytic weight for replicate 157	Student Level BRR Weights
1	W1MATHTCH158	W1 BRR math-course enrollee analytic weight for replicate 158	Student Level BRR Weights
1	W1MATHTCH159	W1 BRR math-course enrollee analytic weight for replicate 159	Student Level BRR Weights
1	W1MATHTCH160	W1 BRR math-course enrollee analytic weight for replicate 160	Student Level BRR Weights
1	W1MATHTCH161	W1 BRR math-course enrollee analytic weight for replicate 161	Student Level BRR Weights
1	W1MATHTCH162	W1 BRR math-course enrollee analytic weight for replicate 162	Student Level BRR Weights
1	W1MATHTCH163	W1 BRR math-course enrollee analytic weight for replicate 163	Student Level BRR Weights
1	W1MATHTCH164	W1 BRR math-course enrollee analytic weight for replicate 164	Student Level BRR Weights
1	W1MATHTCH165	W1 BRR math-course enrollee analytic weight for replicate 165	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1MATHTCH166	W1 BRR math-course enrollee analytic weight for replicate 166	Student Level BRR Weights
1	W1MATHTCH167	W1 BRR math-course enrollee analytic weight for replicate 167	Student Level BRR Weights
1	W1MATHTCH168	W1 BRR math-course enrollee analytic weight for replicate 168	Student Level BRR Weights
1	W1MATHTCH169	W1 BRR math-course enrollee analytic weight for replicate 169	Student Level BRR Weights
1	W1MATHTCH170	W1 BRR math-course enrollee analytic weight for replicate 170	Student Level BRR Weights
1	W1MATHTCH171	W1 BRR math-course enrollee analytic weight for replicate 171	Student Level BRR Weights
1	W1MATHTCH172	W1 BRR math-course enrollee analytic weight for replicate 172	Student Level BRR Weights
1	W1MATHTCH173	W1 BRR math-course enrollee analytic weight for replicate 173	Student Level BRR Weights
1	W1MATHTCH174	W1 BRR math-course enrollee analytic weight for replicate 174	Student Level BRR Weights
1	W1MATHTCH175	W1 BRR math-course enrollee analytic weight for replicate 175	Student Level BRR Weights
1	W1MATHTCH176	W1 BRR math-course enrollee analytic weight for replicate 176	Student Level BRR Weights
1	W1MATHTCH177	W1 BRR math-course enrollee analytic weight for replicate 177	Student Level BRR Weights
1	W1MATHTCH178	W1 BRR math-course enrollee analytic weight for replicate 178	Student Level BRR Weights
1	W1MATHTCH179	W1 BRR math-course enrollee analytic weight for replicate 179	Student Level BRR Weights
1	W1MATHTCH180	W1 BRR math-course enrollee analytic weight for replicate 180	Student Level BRR Weights
1	W1MATHTCH181	W1 BRR math-course enrollee analytic weight for replicate 181	Student Level BRR Weights
1	W1MATHTCH182	W1 BRR math-course enrollee analytic weight for replicate 182	Student Level BRR Weights
1	W1MATHTCH183	W1 BRR math-course enrollee analytic weight for replicate 183	Student Level BRR Weights
1	W1MATHTCH184	W1 BRR math-course enrollee analytic weight for replicate 184	Student Level BRR Weights
1	W1MATHTCH185	W1 BRR math-course enrollee analytic weight for replicate 185	Student Level BRR Weights
1	W1MATHTCH186	W1 BRR math-course enrollee analytic weight for replicate 186	Student Level BRR Weights
1	W1MATHTCH187	W1 BRR math-course enrollee analytic weight for replicate 187	Student Level BRR Weights
1	W1MATHTCH188	W1 BRR math-course enrollee analytic weight for replicate 188	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1MATHTCH189	W1 BRR math-course enrollee analytic weight for replicate 189	Student Level BRR Weights
1	W1MATHTCH190	W1 BRR math-course enrollee analytic weight for replicate 190	Student Level BRR Weights
1	W1MATHTCH191	W1 BRR math-course enrollee analytic weight for replicate 191	Student Level BRR Weights
1	W1MATHTCH192	W1 BRR math-course enrollee analytic weight for replicate 192	Student Level BRR Weights
1	W1MATHTCH193	W1 BRR math-course enrollee analytic weight for replicate 193	Student Level BRR Weights
1	W1MATHTCH194	W1 BRR math-course enrollee analytic weight for replicate 194	Student Level BRR Weights
1	W1MATHTCH195	W1 BRR math-course enrollee analytic weight for replicate 195	Student Level BRR Weights
1	W1MATHTCH196	W1 BRR math-course enrollee analytic weight for replicate 196	Student Level BRR Weights
1	W1MATHTCH197	W1 BRR math-course enrollee analytic weight for replicate 197	Student Level BRR Weights
1	W1MATHTCH198	W1 BRR math-course enrollee analytic weight for replicate 198	Student Level BRR Weights
1	W1MATHTCH199	W1 BRR math-course enrollee analytic weight for replicate 199	Student Level BRR Weights
1	W1MATHTCH200	W1 BRR math-course enrollee analytic weight for replicate 200	Student Level BRR Weights
1	W1SCITCH001	W1 BRR science-course enrollee analytic weight for replicate 1	Student Level BRR Weights
1	W1SCITCH002	W1 BRR science-course enrollee analytic weight for replicate 2	Student Level BRR Weights
1	W1SCITCH003	W1 BRR science-course enrollee analytic weight for replicate 3	Student Level BRR Weights
1	W1SCITCH004	W1 BRR science-course enrollee analytic weight for replicate 4	Student Level BRR Weights
1	W1SCITCH005	W1 BRR science-course enrollee analytic weight for replicate 5	Student Level BRR Weights
1	W1SCITCH006	W1 BRR science-course enrollee analytic weight for replicate 6	Student Level BRR Weights
1	W1SCITCH007	W1 BRR science-course enrollee analytic weight for replicate 7	Student Level BRR Weights
1	W1SCITCH008	W1 BRR science-course enrollee analytic weight for replicate 8	Student Level BRR Weights
1	W1SCITCH009	W1 BRR science-course enrollee analytic weight for replicate 9	Student Level BRR Weights
1	W1SCITCH010	W1 BRR science-course enrollee analytic weight for replicate 10	Student Level BRR Weights
1	W1SCITCH011	W1 BRR science-course enrollee analytic weight for replicate 11	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1SCITCH012	W1 BRR science-course enrollee analytic weight for replicate 12	Student Level BRR Weights
1	W1SCITCH013	W1 BRR science-course enrollee analytic weight for replicate 13	Student Level BRR Weights
1	W1SCITCH014	W1 BRR science-course enrollee analytic weight for replicate 14	Student Level BRR Weights
1	W1SCITCH015	W1 BRR science-course enrollee analytic weight for replicate 15	Student Level BRR Weights
1	W1SCITCH016	W1 BRR science-course enrollee analytic weight for replicate 16	Student Level BRR Weights
1	W1SCITCH017	W1 BRR science-course enrollee analytic weight for replicate 17	Student Level BRR Weights
1	W1SCITCH018	W1 BRR science-course enrollee analytic weight for replicate 18	Student Level BRR Weights
1	W1SCITCH019	W1 BRR science-course enrollee analytic weight for replicate 19	Student Level BRR Weights
1	W1SCITCH020	W1 BRR science-course enrollee analytic weight for replicate 20	Student Level BRR Weights
1	W1SCITCH021	W1 BRR science-course enrollee analytic weight for replicate 21	Student Level BRR Weights
1	W1SCITCH022	W1 BRR science-course enrollee analytic weight for replicate 22	Student Level BRR Weights
1	W1SCITCH023	W1 BRR science-course enrollee analytic weight for replicate 23	Student Level BRR Weights
1	W1SCITCH024	W1 BRR science-course enrollee analytic weight for replicate 24	Student Level BRR Weights
1	W1SCITCH025	W1 BRR science-course enrollee analytic weight for replicate 25	Student Level BRR Weights
1	W1SCITCH026	W1 BRR science-course enrollee analytic weight for replicate 26	Student Level BRR Weights
1	W1SCITCH027	W1 BRR science-course enrollee analytic weight for replicate 27	Student Level BRR Weights
1	W1SCITCH028	W1 BRR science-course enrollee analytic weight for replicate 28	Student Level BRR Weights
1	W1SCITCH029	W1 BRR science-course enrollee analytic weight for replicate 29	Student Level BRR Weights
1	W1SCITCH030	W1 BRR science-course enrollee analytic weight for replicate 30	Student Level BRR Weights
1	W1SCITCH031	W1 BRR science-course enrollee analytic weight for replicate 31	Student Level BRR Weights
1	W1SCITCH032	W1 BRR science-course enrollee analytic weight for replicate 32	Student Level BRR Weights
1	W1SCITCH033	W1 BRR science-course enrollee analytic weight for replicate 33	Student Level BRR Weights
1	W1SCITCH034	W1 BRR science-course enrollee analytic weight for replicate 34	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1SCITCH035	W1 BRR science-course enrollee analytic weight for replicate 35	Student Level BRR Weights
1	W1SCITCH036	W1 BRR science-course enrollee analytic weight for replicate 36	Student Level BRR Weights
1	W1SCITCH037	W1 BRR science-course enrollee analytic weight for replicate 37	Student Level BRR Weights
1	W1SCITCH038	W1 BRR science-course enrollee analytic weight for replicate 38	Student Level BRR Weights
1	W1SCITCH039	W1 BRR science-course enrollee analytic weight for replicate 39	Student Level BRR Weights
1	W1SCITCH040	W1 BRR science-course enrollee analytic weight for replicate 40	Student Level BRR Weights
1	W1SCITCH041	W1 BRR science-course enrollee analytic weight for replicate 41	Student Level BRR Weights
1	W1SCITCH042	W1 BRR science-course enrollee analytic weight for replicate 42	Student Level BRR Weights
1	W1SCITCH043	W1 BRR science-course enrollee analytic weight for replicate 43	Student Level BRR Weights
1	W1SCITCH044	W1 BRR science-course enrollee analytic weight for replicate 44	Student Level BRR Weights
1	W1SCITCH045	W1 BRR science-course enrollee analytic weight for replicate 45	Student Level BRR Weights
1	W1SCITCH046	W1 BRR science-course enrollee analytic weight for replicate 46	Student Level BRR Weights
1	W1SCITCH047	W1 BRR science-course enrollee analytic weight for replicate 47	Student Level BRR Weights
1	W1SCITCH048	W1 BRR science-course enrollee analytic weight for replicate 48	Student Level BRR Weights
1	W1SCITCH049	W1 BRR science-course enrollee analytic weight for replicate 49	Student Level BRR Weights
1	W1SCITCH050	W1 BRR science-course enrollee analytic weight for replicate 50	Student Level BRR Weights
1	W1SCITCH051	W1 BRR science-course enrollee analytic weight for replicate 51	Student Level BRR Weights
1	W1SCITCH052	W1 BRR science-course enrollee analytic weight for replicate 52	Student Level BRR Weights
1	W1SCITCH053	W1 BRR science-course enrollee analytic weight for replicate 53	Student Level BRR Weights
1	W1SCITCH054	W1 BRR science-course enrollee analytic weight for replicate 54	Student Level BRR Weights
1	W1SCITCH055	W1 BRR science-course enrollee analytic weight for replicate 55	Student Level BRR Weights
1	W1SCITCH056	W1 BRR science-course enrollee analytic weight for replicate 56	Student Level BRR Weights
1	W1SCITCH057	W1 BRR science-course enrollee analytic weight for replicate 57	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1SCITCH058	W1 BRR science-course enrollee analytic weight for replicate 58	Student Level BRR Weights
1	W1SCITCH059	W1 BRR science-course enrollee analytic weight for replicate 59	Student Level BRR Weights
1	W1SCITCH060	W1 BRR science-course enrollee analytic weight for replicate 60	Student Level BRR Weights
1	W1SCITCH061	W1 BRR science-course enrollee analytic weight for replicate 61	Student Level BRR Weights
1	W1SCITCH062	W1 BRR science-course enrollee analytic weight for replicate 62	Student Level BRR Weights
1	W1SCITCH063	W1 BRR science-course enrollee analytic weight for replicate 63	Student Level BRR Weights
1	W1SCITCH064	W1 BRR science-course enrollee analytic weight for replicate 64	Student Level BRR Weights
1	W1SCITCH065	W1 BRR science-course enrollee analytic weight for replicate 65	Student Level BRR Weights
1	W1SCITCH066	W1 BRR science-course enrollee analytic weight for replicate 66	Student Level BRR Weights
1	W1SCITCH067	W1 BRR science-course enrollee analytic weight for replicate 67	Student Level BRR Weights
1	W1SCITCH068	W1 BRR science-course enrollee analytic weight for replicate 68	Student Level BRR Weights
1	W1SCITCH069	W1 BRR science-course enrollee analytic weight for replicate 69	Student Level BRR Weights
1	W1SCITCH070	W1 BRR science-course enrollee analytic weight for replicate 70	Student Level BRR Weights
1	W1SCITCH071	W1 BRR science-course enrollee analytic weight for replicate 71	Student Level BRR Weights
1	W1SCITCH072	W1 BRR science-course enrollee analytic weight for replicate 72	Student Level BRR Weights
1	W1SCITCH073	W1 BRR science-course enrollee analytic weight for replicate 73	Student Level BRR Weights
1	W1SCITCH074	W1 BRR science-course enrollee analytic weight for replicate 74	Student Level BRR Weights
1	W1SCITCH075	W1 BRR science-course enrollee analytic weight for replicate 75	Student Level BRR Weights
1	W1SCITCH076	W1 BRR science-course enrollee analytic weight for replicate 76	Student Level BRR Weights
1	W1SCITCH077	W1 BRR science-course enrollee analytic weight for replicate 77	Student Level BRR Weights
1	W1SCITCH078	W1 BRR science-course enrollee analytic weight for replicate 78	Student Level BRR Weights
1	W1SCITCH079	W1 BRR science-course enrollee analytic weight for replicate 79	Student Level BRR Weights
1	W1SCITCH080	W1 BRR science-course enrollee analytic weight for replicate 80	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1SCITCH081	W1 BRR science-course enrollee analytic weight for replicate 81	Student Level BRR Weights
1	W1SCITCH082	W1 BRR science-course enrollee analytic weight for replicate 82	Student Level BRR Weights
1	W1SCITCH083	W1 BRR science-course enrollee analytic weight for replicate 83	Student Level BRR Weights
1	W1SCITCH084	W1 BRR science-course enrollee analytic weight for replicate 84	Student Level BRR Weights
1	W1SCITCH085	W1 BRR science-course enrollee analytic weight for replicate 85	Student Level BRR Weights
1	W1SCITCH086	W1 BRR science-course enrollee analytic weight for replicate 86	Student Level BRR Weights
1	W1SCITCH087	W1 BRR science-course enrollee analytic weight for replicate 87	Student Level BRR Weights
1	W1SCITCH088	W1 BRR science-course enrollee analytic weight for replicate 88	Student Level BRR Weights
1	W1SCITCH089	W1 BRR science-course enrollee analytic weight for replicate 89	Student Level BRR Weights
1	W1SCITCH090	W1 BRR science-course enrollee analytic weight for replicate 90	Student Level BRR Weights
1	W1SCITCH091	W1 BRR science-course enrollee analytic weight for replicate 91	Student Level BRR Weights
1	W1SCITCH092	W1 BRR science-course enrollee analytic weight for replicate 92	Student Level BRR Weights
1	W1SCITCH093	W1 BRR science-course enrollee analytic weight for replicate 93	Student Level BRR Weights
1	W1SCITCH094	W1 BRR science-course enrollee analytic weight for replicate 94	Student Level BRR Weights
1	W1SCITCH095	W1 BRR science-course enrollee analytic weight for replicate 95	Student Level BRR Weights
1	W1SCITCH096	W1 BRR science-course enrollee analytic weight for replicate 96	Student Level BRR Weights
1	W1SCITCH097	W1 BRR science-course enrollee analytic weight for replicate 97	Student Level BRR Weights
1	W1SCITCH098	W1 BRR science-course enrollee analytic weight for replicate 98	Student Level BRR Weights
1	W1SCITCH099	W1 BRR science-course enrollee analytic weight for replicate 99	Student Level BRR Weights
1	W1SCITCH100	W1 BRR science-course enrollee analytic weight for replicate 100	Student Level BRR Weights
1	W1SCITCH101	W1 BRR science-course enrollee analytic weight for replicate 101	Student Level BRR Weights
1	W1SCITCH102	W1 BRR science-course enrollee analytic weight for replicate 102	Student Level BRR Weights
1	W1SCITCH103	W1 BRR science-course enrollee analytic weight for replicate 103	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1SCITCH104	W1 BRR science-course enrollee analytic weight for replicate 104	Student Level BRR Weights
1	W1SCITCH105	W1 BRR science-course enrollee analytic weight for replicate 105	Student Level BRR Weights
1	W1SCITCH106	W1 BRR science-course enrollee analytic weight for replicate 106	Student Level BRR Weights
1	W1SCITCH107	W1 BRR science-course enrollee analytic weight for replicate 107	Student Level BRR Weights
1	W1SCITCH108	W1 BRR science-course enrollee analytic weight for replicate 108	Student Level BRR Weights
1	W1SCITCH109	W1 BRR science-course enrollee analytic weight for replicate 109	Student Level BRR Weights
1	W1SCITCH110	W1 BRR science-course enrollee analytic weight for replicate 110	Student Level BRR Weights
1	W1SCITCH111	W1 BRR science-course enrollee analytic weight for replicate 111	Student Level BRR Weights
1	W1SCITCH112	W1 BRR science-course enrollee analytic weight for replicate 112	Student Level BRR Weights
1	W1SCITCH113	W1 BRR science-course enrollee analytic weight for replicate 113	Student Level BRR Weights
1	W1SCITCH114	W1 BRR science-course enrollee analytic weight for replicate 114	Student Level BRR Weights
1	W1SCITCH115	W1 BRR science-course enrollee analytic weight for replicate 115	Student Level BRR Weights
1	W1SCITCH116	W1 BRR science-course enrollee analytic weight for replicate 116	Student Level BRR Weights
1	W1SCITCH117	W1 BRR science-course enrollee analytic weight for replicate 117	Student Level BRR Weights
1	W1SCITCH118	W1 BRR science-course enrollee analytic weight for replicate 118	Student Level BRR Weights
1	W1SCITCH119	W1 BRR science-course enrollee analytic weight for replicate 119	Student Level BRR Weights
1	W1SCITCH120	W1 BRR science-course enrollee analytic weight for replicate 120	Student Level BRR Weights
1	W1SCITCH121	W1 BRR science-course enrollee analytic weight for replicate 121	Student Level BRR Weights
1	W1SCITCH122	W1 BRR science-course enrollee analytic weight for replicate 122	Student Level BRR Weights
1	W1SCITCH123	W1 BRR science-course enrollee analytic weight for replicate 123	Student Level BRR Weights
1	W1SCITCH124	W1 BRR science-course enrollee analytic weight for replicate 124	Student Level BRR Weights
1	W1SCITCH125	W1 BRR science-course enrollee analytic weight for replicate 125	Student Level BRR Weights
1	W1SCITCH126	W1 BRR science-course enrollee analytic weight for replicate 126	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1SCITCH127	W1 BRR science-course enrollee analytic weight for replicate 127	Student Level BRR Weights
1	W1SCITCH128	W1 BRR science-course enrollee analytic weight for replicate 128	Student Level BRR Weights
1	W1SCITCH129	W1 BRR science-course enrollee analytic weight for replicate 129	Student Level BRR Weights
1	W1SCITCH130	W1 BRR science-course enrollee analytic weight for replicate 130	Student Level BRR Weights
1	W1SCITCH131	W1 BRR science-course enrollee analytic weight for replicate 131	Student Level BRR Weights
1	W1SCITCH132	W1 BRR science-course enrollee analytic weight for replicate 132	Student Level BRR Weights
1	W1SCITCH133	W1 BRR science-course enrollee analytic weight for replicate 133	Student Level BRR Weights
1	W1SCITCH134	W1 BRR science-course enrollee analytic weight for replicate 134	Student Level BRR Weights
1	W1SCITCH135	W1 BRR science-course enrollee analytic weight for replicate 135	Student Level BRR Weights
1	W1SCITCH136	W1 BRR science-course enrollee analytic weight for replicate 136	Student Level BRR Weights
1	W1SCITCH137	W1 BRR science-course enrollee analytic weight for replicate 137	Student Level BRR Weights
1	W1SCITCH138	W1 BRR science-course enrollee analytic weight for replicate 138	Student Level BRR Weights
1	W1SCITCH139	W1 BRR science-course enrollee analytic weight for replicate 139	Student Level BRR Weights
1	W1SCITCH140	W1 BRR science-course enrollee analytic weight for replicate 140	Student Level BRR Weights
1	W1SCITCH141	W1 BRR science-course enrollee analytic weight for replicate 141	Student Level BRR Weights
1	W1SCITCH142	W1 BRR science-course enrollee analytic weight for replicate 142	Student Level BRR Weights
1	W1SCITCH143	W1 BRR science-course enrollee analytic weight for replicate 143	Student Level BRR Weights
1	W1SCITCH144	W1 BRR science-course enrollee analytic weight for replicate 144	Student Level BRR Weights
1	W1SCITCH145	W1 BRR science-course enrollee analytic weight for replicate 145	Student Level BRR Weights
1	W1SCITCH146	W1 BRR science-course enrollee analytic weight for replicate 146	Student Level BRR Weights
1	W1SCITCH147	W1 BRR science-course enrollee analytic weight for replicate 147	Student Level BRR Weights
1	W1SCITCH148	W1 BRR science-course enrollee analytic weight for replicate 148	Student Level BRR Weights
1	W1SCITCH149	W1 BRR science-course enrollee analytic weight for replicate 149	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1SCITCH150	W1 BRR science-course enrollee analytic weight for replicate 150	Student Level BRR Weights
1	W1SCITCH151	W1 BRR science-course enrollee analytic weight for replicate 151	Student Level BRR Weights
1	W1SCITCH152	W1 BRR science-course enrollee analytic weight for replicate 152	Student Level BRR Weights
1	W1SCITCH153	W1 BRR science-course enrollee analytic weight for replicate 153	Student Level BRR Weights
1	W1SCITCH154	W1 BRR science-course enrollee analytic weight for replicate 154	Student Level BRR Weights
1	W1SCITCH155	W1 BRR science-course enrollee analytic weight for replicate 155	Student Level BRR Weights
1	W1SCITCH156	W1 BRR science-course enrollee analytic weight for replicate 156	Student Level BRR Weights
1	W1SCITCH157	W1 BRR science-course enrollee analytic weight for replicate 157	Student Level BRR Weights
1	W1SCITCH158	W1 BRR science-course enrollee analytic weight for replicate 158	Student Level BRR Weights
1	W1SCITCH159	W1 BRR science-course enrollee analytic weight for replicate 159	Student Level BRR Weights
1	W1SCITCH160	W1 BRR science-course enrollee analytic weight for replicate 160	Student Level BRR Weights
1	W1SCITCH161	W1 BRR science-course enrollee analytic weight for replicate 161	Student Level BRR Weights
1	W1SCITCH162	W1 BRR science-course enrollee analytic weight for replicate 162	Student Level BRR Weights
1	W1SCITCH163	W1 BRR science-course enrollee analytic weight for replicate 163	Student Level BRR Weights
1	W1SCITCH164	W1 BRR science-course enrollee analytic weight for replicate 164	Student Level BRR Weights
1	W1SCITCH165	W1 BRR science-course enrollee analytic weight for replicate 165	Student Level BRR Weights
1	W1SCITCH166	W1 BRR science-course enrollee analytic weight for replicate 166	Student Level BRR Weights
1	W1SCITCH167	W1 BRR science-course enrollee analytic weight for replicate 167	Student Level BRR Weights
1	W1SCITCH168	W1 BRR science-course enrollee analytic weight for replicate 168	Student Level BRR Weights
1	W1SCITCH169	W1 BRR science-course enrollee analytic weight for replicate 169	Student Level BRR Weights
1	W1SCITCH170	W1 BRR science-course enrollee analytic weight for replicate 170	Student Level BRR Weights
1	W1SCITCH171	W1 BRR science-course enrollee analytic weight for replicate 171	Student Level BRR Weights
1	W1SCITCH172	W1 BRR science-course enrollee analytic weight for replicate 172	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1SCITCH173	W1 BRR science-course enrollee analytic weight for replicate 173	Student Level BRR Weights
1	W1SCITCH174	W1 BRR science-course enrollee analytic weight for replicate 174	Student Level BRR Weights
1	W1SCITCH175	W1 BRR science-course enrollee analytic weight for replicate 175	Student Level BRR Weights
1	W1SCITCH176	W1 BRR science-course enrollee analytic weight for replicate 176	Student Level BRR Weights
1	W1SCITCH177	W1 BRR science-course enrollee analytic weight for replicate 177	Student Level BRR Weights
1	W1SCITCH178	W1 BRR science-course enrollee analytic weight for replicate 178	Student Level BRR Weights
1	W1SCITCH179	W1 BRR science-course enrollee analytic weight for replicate 179	Student Level BRR Weights
1	W1SCITCH180	W1 BRR science-course enrollee analytic weight for replicate 180	Student Level BRR Weights
1	W1SCITCH181	W1 BRR science-course enrollee analytic weight for replicate 181	Student Level BRR Weights
1	W1SCITCH182	W1 BRR science-course enrollee analytic weight for replicate 182	Student Level BRR Weights
1	W1SCITCH183	W1 BRR science-course enrollee analytic weight for replicate 183	Student Level BRR Weights
1	W1SCITCH184	W1 BRR science-course enrollee analytic weight for replicate 184	Student Level BRR Weights
1	W1SCITCH185	W1 BRR science-course enrollee analytic weight for replicate 185	Student Level BRR Weights
1	W1SCITCH186	W1 BRR science-course enrollee analytic weight for replicate 186	Student Level BRR Weights
1	W1SCITCH187	W1 BRR science-course enrollee analytic weight for replicate 187	Student Level BRR Weights
1	W1SCITCH188	W1 BRR science-course enrollee analytic weight for replicate 188	Student Level BRR Weights
1	W1SCITCH189	W1 BRR science-course enrollee analytic weight for replicate 189	Student Level BRR Weights
1	W1SCITCH190	W1 BRR science-course enrollee analytic weight for replicate 190	Student Level BRR Weights
1	W1SCITCH191	W1 BRR science-course enrollee analytic weight for replicate 191	Student Level BRR Weights
1	W1SCITCH192	W1 BRR science-course enrollee analytic weight for replicate 192	Student Level BRR Weights
1	W1SCITCH193	W1 BRR science-course enrollee analytic weight for replicate 193	Student Level BRR Weights
1	W1SCITCH194	W1 BRR science-course enrollee analytic weight for replicate 194	Student Level BRR Weights
1	W1SCITCH195	W1 BRR science-course enrollee analytic weight for replicate 195	Student Level BRR Weights

File #	Field name	Field label	Section description
1	W1SCITCH196	W1 BRR science-course enrollee analytic weight for replicate 196	Student Level BRR Weights
1	W1SCITCH197	W1 BRR science-course enrollee analytic weight for replicate 197	Student Level BRR Weights
1	W1SCITCH198	W1 BRR science-course enrollee analytic weight for replicate 198	Student Level BRR Weights
1	W1SCITCH199	W1 BRR science-course enrollee analytic weight for replicate 199	Student Level BRR Weights
1	W1SCITCH200	W1 BRR science-course enrollee analytic weight for replicate 200	Student Level BRR Weights
2	Sch_ID	School ID	School level Composites
2	X1NCESID	X1 School identification number from CCD or PSS	School level Composites
2	W1SCHOOL	W1 Base year school analytic weight	School level Composites
2	STRAT_ID	Stratum	School level Composites
2	PSU	Primary sampling unit	School level Composites
2	X1CONTROL	X1 School control	School level Composites
2	X1LOCALE	X1 School locale (urbanicity)	School level Composites
2	X1REGION	X1 School geographic region	School level Composites
2	X1CENDIV	X1 School census geographic division	School level Composites
2	X1STATESAMPL	X1 State level public school sample membership	School level Composites
2	X1STATE	X1 State code for school	School level Composites
2	X1GRADESPAN	X1 Grade span of school-administrator questionnaire	School level Composites
2	X1FREELUNCH	X1 Grade 9 percent free lunch-categorical	School level Composites
2	X1REPEAT9TH	X1 Percent of 9th graders repeating 9th grade	School level Composites
2	X1SCHAMIND	X1 Percent of students in school that are American Indian	School level Composites
2	X1SCHASIAN	X1 Percent of students in school that are Asian	School level Composites
2	X1SCHBLACK	X1 Percent of students in school that are Black	School level Composites
2	X1SCHHISP	X1 Percent of students in school that are Hispanic/Latino/Latina	School level Composites
2	X1SCHWHITE	X1 Percent of students in school that are White	School level Composites
2	X1SCHOOLCLI	X1 Scale of administrator's assessment of school climate	School level Composites
2	X1COUPERTEA	X1 Scale of counselor's perceptions of teacher expectations	School level Composites
2	X1COUPERCOU	X1 Scale of counselor's perceptions of counselor expectations	School level Composites
2	X1COUPERPRI	X1 Scale of counselor's perceptions of principal's expectations	School level Composites
2	X1AQSTAT	X1 administrator questionnaire status	School level Composites
2	X1AQDATE	X1 administrator questionnaire date (YYYYMM)	School level Composites
2	X1AQDESIGNEE	X1 administrator questionnaire designee respondent (designee resp v. no designee)	School level Composites
2	X1CQSTAT	X1 counselor questionnaire status	School level Composites
2	X1CQDATE	X1 counselor questionnaire date (YYYYMM)	School level Composites
2	A1GRADEPREK	A1 A01A School includes pre-kindergarten	Administrator Instrument
2	A1GRADEK	A1 A01B School includes kindergarten	Administrator Instrument

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

File #	Field name	Field label	Section description
2	A1OBLOCKMINS	A1 A17 Length of other block-scheduled courses	Administrator Instrument
2	A1CLASSHRS	A1 A18 Average instruction hours per day	Administrator Instrument
2	A1ADA	A1 A19 Average daily attendance percentage for high school students	Administrator Instrument
2	A1NOTIFY	A1 A20 Whether parents are notified when students are absent without an excuse	Administrator Instrument
2	A1TRANSFRALT	A1 A21 % of 08-09 students transferred out to an alternative program/school	Administrator Instrument
2	A1AYP	A1 A22 School is currently in need of improvement due to AYP requirements	Administrator Instrument
2	A1AYPYR	A1 A23 Year of AYP improvement as of 09-10 school year	Administrator Instrument
2	A1MADEAYP	A1 A24 Whether school made AYP at the end of the 2008-2009 school year	Administrator Instrument
2	A1MTHSCIFAIR	A1 A25A Holds math or science fairs/workshops/competitions	Administrator Instrument
2	A1MSSUMMER	A1 A25B Partners w/ college/university that offers math/science summer program	Administrator Instrument
2	A1MSAFTERSCH	A1 A25C Sponsors a math or science after-school program	Administrator Instrument
2	A1MSMENTOR	A1 A25D Pairs students with mentors in math or science	Administrator Instrument
2	A1MSSPEAKER	A1 A25E Brings in guest speakers to talk about math or science	Administrator Instrument
2	A1MSFLDTRIP	A1 A25F Takes students on math- or science-relevant field trips	Administrator Instrument
2	A1MSPRGMS	A1 A25G Tells students about math/science contests/websites/blogs/other programs	Administrator Instrument
2	A1MESA	A1 A25H Partners with MESA or a similar enrichment-model program	Administrator Instrument
2	A1MSPDLEARN	A1 A25I Requires teacher prof development in how students learn math/science	Administrator Instrument
2	A1MSPDINTRST	A1 A25J Requires teacher prof development in increasing interest in math/science	Administrator Instrument
2	A1MSOTHER	A1 A25K Raises students math/science interest/achievement in another way	Administrator Instrument
2	A1MSNONE	A1 A25L Doesn't do any of these to raise math/science interest/achievement	Administrator Instrument
2	A1G9SUMMER	A1 A26A Offers pre-HS summer reading/math instruction for struggling 9th graders	Administrator Instrument
2	A1G9OVERAGE	A1 A26B Offers learning communities for over-age student lacking HS prerequisite	Administrator Instrument
2	A1G9COMMUNTY	A1 A26C Offers 9th grade learning communities separate from rest of school	Administrator Instrument
2	A1G9BLOCKSCH	A1 A26D Offers block scheduling to assist struggling 9th graders	Administrator Instrument
2	A1G9DOUBLE	A1 A26E Offers catch-up courses/double-dosing to assist struggling 9th graders	Administrator Instrument

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

File #	Field name	Field label	Section description
2	A1HISPSTU	A1 B04A % of student body of Hispanic/Latino/Latina origin	Administrator Instrument
2	A1WHITESTU	A1 B04B % of student body that is White	Administrator Instrument
2	A1BLACKSTU	A1 B04C % of student body that is Black or African American	Administrator Instrument
2	A1ASIANPISTU	A1 B04D % of student body that is Asian or Pacific Islander	Administrator Instrument
2	A1AMINDIANST	A1 B04E % of student body that is American Indian or Alaska Native	Administrator Instrument
2	A1REPEATG9	A1 B05 % of the 2009-2010 9th-grade class that is repeating 9th grade	Administrator Instrument
2	A1RETURN09	A1 B06 % of 9th graders enrolled in this school Sept 2008 returned Sept 2009	Administrator Instrument
2	A14YRDEGREE	A1 B07A % of 08-09 seniors who went to 4-year bachelor's-granting institution	Administrator Instrument
2	A12YRDEGREE	A1 B07B % of 08-09 seniors who went to associates-granting/technical institution	Administrator Instrument
2	A1WORK	A1 B07C % of 08-09 seniors who entered the workforce	Administrator Instrument
2	A1MILITARY	A1 B07D % of 08-09 seniors who joined military	Administrator Instrument
2	A1DIDOTHER	A1 B07E % of 08-09 seniors who did something else	Administrator Instrument
2	A1FTTCHRS	A1 C01A Total number of full-time teachers	Administrator Instrument
2	A1PTTCHRS	A1 C01B Total number of part-time teachers	Administrator Instrument
2	A1FTMTCHRS	A1 C02A Number of full-time high school math teachers	Administrator Instrument
2	A1PTMTCHRS	A1 C02B Number of part-time high school math teachers	Administrator Instrument
2	A1FTSTCHRS	A1 C02C Number of full-time high school science teachers	Administrator Instrument
2	A1PSCTCHRS	A1 C02D Number of part-time high school science teachers	Administrator Instrument
2	A1FTOTHTCHRS	A1 C02E Number of full-time high school teachers of all other subject areas	Administrator Instrument
2	A1PTOTHTCHRS	A1 C02F Number of part-time high school teachers of all other subject areas	Administrator Instrument
2	A1CERTFTMTCH	A1 C03A Number of certified full-time high school math teachers	Administrator Instrument
2	A1CERTPTMTCH	A1 C03B Number of certified part-time high school math teachers	Administrator Instrument
2	A1CERTFTSTCH	A1 C03C Number of certified full-time high school science teachers	Administrator Instrument
2	A1CERTPTSTCH	A1 C03D Number of certified part-time high school science teachers	Administrator Instrument
2	A1MSRECRUIT	A1 C04 Whether recruited/interviewed HS math/science teachers for 2008-2009	Administrator Instrument
2	A1FILLMTH	A1 C05 Ease of filling high school mathematics teaching vacancies	Administrator Instrument
2	A1FILLSCI	A1 C06 Ease of filling high school science teaching vacancies	Administrator Instrument

File #	Field name	Field label	Section description
2	A1MINCENTIVE	A1 C07 School/district offers incentives to attract FT HS math teachers	Administrator Instrument
2	A1SINCENTIVE	A1 C08 School/district offers incentives to attract FT HS science teachers	Administrator Instrument
2	A1MTNORETURN	A1 C09 # of 2008-2009 full-time math teachers who did not return in 2009-2010	Administrator Instrument
2	A1STNORETURN	A1 C10 # of 2008-2009 full-time science teachers who did not return in 2009-2010	Administrator Instrument
2	A1ABSENTTCHR	A1 C11 % of high school's teachers absent on an average day	Administrator Instrument
2	A1ONPREALG	A1 D01A School offers pre-algebra on-site	Administrator Instrument
2	A1ONRMTH	A1 D01B School offers review or remedial math on-site	Administrator Instrument
2	A1ONINTMTH1	A1 D01C School offers integrated math I on-site	Administrator Instrument
2	A1ONINTMTH2	A1 D01D School offers integrated math II or above on-site	Administrator Instrument
2	A1ONALGP1P2	A1 D01E School offers algebra I, part 1 and part 2 on-site	Administrator Instrument
2	A1ONALG1	A1 D01F School offers algebra I on-site	Administrator Instrument
2	A1ONALG2	A1 D01G School offers algebra II on-site	Administrator Instrument
2	A1ONGEOM	A1 D01H School offers geometry on-site	Administrator Instrument
2	A1ONTRIG	A1 D01I School offers trigonometry on-site	Administrator Instrument
2	A1ONALG3	A1 D01J School offers algebra III on-site	Administrator Instrument
2	A1ONANGEOM	A1 D01K School offers analytic geometry on-site	Administrator Instrument
2	A1ONCLC	A1 D01L School offers calculus on-site	Administrator Instrument
2	A1ONCLCAPAB	A1 D01M School offers calculus AP (AB) on-site	Administrator Instrument
2	A1ONCLCAPBC	A1 D01N School offers calculus AP (BC) on-site	Administrator Instrument
2	A1ONCLCAPIB	A1 D01O School offers calculus IB on-site	Administrator Instrument
2	A1ONCMPSCI	A1 D01P School offers computer science on-site	Administrator Instrument
2	A1ONCMPSCIA	A1 D01Q School offers computer science AP (A) on-site	Administrator Instrument
2	A1ONCMPSCIB	A1 D01R School offers computer science AP (AB) on-site	Administrator Instrument
2	A1ONSTATS	A1 D01S School offers statistics or probability on-site	Administrator Instrument
2	A1ONSTATSAP	A1 D01T School offers statistics AP on-site	Administrator Instrument
2	A1OFFPREALG	A1 D02A School offers pre-algebra through some other means	Administrator Instrument
2	A1OFFRMTH	A1 D02B School offers review or remedial math through some other means	Administrator Instrument
2	A1OFFINTMTH1	A1 D02C School offers integrated math I through some other means	Administrator Instrument
2	A1OFFINTMTH2	A1 D02D School offers integrated math II or above through some other means	Administrator Instrument
2	A1OFFALGP1P2	A1 D02E School offers algebra I, part 1 and part 2 through some other means	Administrator Instrument
2	A1OFFALG1	A1 D02F School offers algebra I through some other means	Administrator Instrument
2	A1OFFALG2	A1 D02G School offers algebra II through some other means	Administrator Instrument

File #	Field name	Field label	Section description
2	A1OFFGEOM	A1 D02H School offers geometry through some other means	Administrator Instrument
2	A1OFFTRIG	A1 D02J School offers trigonometry through some other means	Administrator Instrument
2	A1OFFALG3	A1 D02K School offers algebra III through some other means	Administrator Instrument
2	A1OFFANGEOM	A1 D02L School offers analytic geometry through some other means	Administrator Instrument
2	A1OFFCLC	A1 D02M School offers calculus through some other means	Administrator Instrument
2	A1OFFCLCAPAB	A1 D02N School offers calculus AP (AB) through some other means	Administrator Instrument
2	A1OFFCLCAPBC	A1 D02O School offers calculus AP (BC) through some other means	Administrator Instrument
2	A1OFFCMPSCI	A1 D02Q School offers computer science through some other means	Administrator Instrument
2	A1OFFCLCAPIB	A1 D02P School offers calculus IB through some other means	Administrator Instrument
2	A1OFFMPSCIA	A1 D02R School offers computer science AP (A) through some other means	Administrator Instrument
2	A1OFFCMPSCIB	A1 D02S School offers computer science AP (AB) through some other means	Administrator Instrument
2	A1OFFSTATS	A1 D02T School offers statistics or probability through some other means	Administrator Instrument
2	A1OFFSTATSAP	A1 D02U School offers statistics AP through some other means	Administrator Instrument
2	A1NOMTHO	A1 D02V School doesn't offer any of these math courses through other means	Administrator Instrument
2	A1ONGENSCI	A1 D03A School offers general science on-site	Administrator Instrument
2	A1ONPHYSCI	A1 D03B School offers physical science on-site	Administrator Instrument
2	A1ONERTHSCI	A1 D03C School offers Earth science on-site	Administrator Instrument
2	A1ONENVSCI	A1 D03D School offers environmental science on-site	Administrator Instrument
2	A1ONTECH	A1 D03E School offers principles of technology on-site	Administrator Instrument
2	A1ONBIO1	A1 D03F School offers biology I on-site	Administrator Instrument
2	A1ONLIFESCI	A1 D03G School offers life science on-site	Administrator Instrument
2	A1ONCHEM1	A1 D03H School offers chemistry I on-site	Administrator Instrument
2	A1ONPHYS1	A1 D03I School offers physics I on-site	Administrator Instrument
2	A1ONINTGSCI1	A1 D03J School offers integrated science I on-site	Administrator Instrument
2	A1ONINTGSCI2	A1 D03K School offers integrated science II or above on-site	Administrator Instrument
2	A1ONANATOMY	A1 D03L School offers anatomy or physiology on-site	Administrator Instrument
2	A1ONENVAP	A1 D03M School offers environmental science AP on-site	Administrator Instrument
2	A1ONADVBIO	A1 D03N School offers advanced biology, biology II, AP, or IB on-site	Administrator Instrument
2	A1ONADVCHEM	A1 D03O School offers advanced chemistry, chemistry II, AP, or IB on-site	Administrator Instrument

File #	Field name	Field label	Section description
2	A1ONADVPHYS	A1 D03P School offers advanced physics, physics II, AP, or IB on-site	Administrator Instrument
2	A1ONOTHBIO	A1 D03Q School offers an other biological science on-site	Administrator Instrument
2	A1ONOTHPSCI	A1 D03R School offers an other physical science on-site	Administrator Instrument
2	A1ONOTHESCI	A1 D03S School offers an other Earth or environmental sciences on-site	Administrator Instrument
2	A1OFFGENSCI	A1 D04A School offers general science through some other means	Administrator Instrument
2	A1OFFPHYSCI	A1 D04B School offers physical science through some other means	Administrator Instrument
2	A1OFFERTHSCI	A1 D04C School offers Earth science through some other means	Administrator Instrument
2	A1OFFTECH	A1 D04D School offers principles of technology through some other means	Administrator Instrument
2	A1OFFBIO1	A1 D04E School offers biology I through some other means	Administrator Instrument
2	A1OFFLSCI	A1 D04F School offers life science through some other means	Administrator Instrument
2	A1OFFCHEM1	A1 D04G School offers chemistry I through some other means	Administrator Instrument
2	A1OFFPHYS1	A1 D04H School offers physics I through some other means	Administrator Instrument
2	A1OFFINTSCI1	A1 D04I School offers integrated science I through some other means	Administrator Instrument
2	A1OFFINTSCI2	A1 D04J School offers integrated science II or above through some other means	Administrator Instrument
2	A1OFFENVSCI	A1 D04K School offers environmental science through some other means	Administrator Instrument
2	A1OFFANATOMY	A1 D04L School offers anatomy or physiology through some other means	Administrator Instrument
2	A1OFFENVAP	A1 D04M School offers environmental science AP through some other means	Administrator Instrument
2	A1OFFADVBIO	A1 D04N School offers advanced biology/bio II/AP/IB through some other means	Administrator Instrument
2	A1OFFADVCHEM	A1 D04O School offers advanced chemistry/chem II/AP/IB thru some other means	Administrator Instrument
2	A1OFFADVPHYS	A1 D04P School offers advanced physics/phys II/AP/IB through some other means	Administrator Instrument
2	A1OFFOTHPSCI	A1 D04Q School offers an other physical science through some other means	Administrator Instrument
2	A1OFFOTHBIO	A1 D04R School offers an other biological science through some other means	Administrator Instrument
2	A1OFFOTHESCI	A1 D04S School offers an other Earth or environmental science through some other means	Administrator Instrument
2	A1NOSCIO	A1 D04T School doesn’t offer any of these science courses through other means	Administrator Instrument

File #	Field name	Field label	Section description
2	A1IB	A1 D05 School offers an International Baccalaureate (IB) program	Administrator Instrument
2	A1MTHREQS	A1 D06 School requires completion of specific math course(s) for graduation	Administrator Instrument
2	A1MTHSTREQ	A1 D07 Describe how math course(s) required for grad compare with state's reqs	Administrator Instrument
2	A1SCIREQS	A1 D08 School requires completion of specific sci course(s) for graduation	Administrator Instrument
2	A1SCISTREQ	A1 D09 Describe how science course(s) required for grad compare with state's req	Administrator Instrument
2	A1ALG1LEVELS	A1 D10 School offers algebra I levels for students w/ different abilities	Administrator Instrument
2	A1SEX	A1 E01 Principal's sex	Administrator Instrument
2	A1HISP	A1 E02A Principal is of Hispanic/Latino/Latina origin	Administrator Instrument
2	A1WHITE	A1 E02B Principal is White	Administrator Instrument
2	A1BLACK	A1 E02C Principal is Black or African American	Administrator Instrument
2	A1ASIAN	A1 E02D Principal is Asian	Administrator Instrument
2	A1PACISLE	A1 E02E Principal is Native Hawaiian/Pacific Islander	Administrator Instrument
2	A1AMINDIAN	A1 E02F Principal is American Indian/Alaska Native	Administrator Instrument
2	A1HIDEG	A1 E03 Principal's highest degree earned	Administrator Instrument
2	A1HIMAJV	A1 E04A Principal's major for highest level of education-verbatim	Administrator Instrument
2	A1HIMAJ6	A1 E04C Principal's major for highest level of education 6-digit CIP code	Administrator Instrument
2	A1HIMAJ2	A1 E04B Principal's major for highest level of education 2-digit CIP code	Administrator Instrument
2	A1BAMAJV	A1 E05A Principal's major for bachelor's degree-verbatim	Administrator Instrument
2	A1BAMAJ6	A1 E05C Principal's major for bachelor's degree 6-digit CIP code	Administrator Instrument
2	A1BAMAJ2	A1 E05B Principal's major for bachelor's degree 2-digit CIP code	Administrator Instrument
2	A1STARTDEG	A1 E06 Principal has started but not completed more advanced degree	Administrator Instrument
2	A1MANAGEMENT	A1 E07 Prior management experience outside of the field of education	Administrator Instrument
2	A1ALTPREP	A1 E08 Whether became a principal through alternative prep program	Administrator Instrument
2	A1CERTIFIED	A1 E09 Principal is certified as a principal in this state	Administrator Instrument
2	A1YRSADMIN	A1 E10 Years served as principal of any school	Administrator Instrument
2	A1YRSHSLSSCH	A1 E11 Years served as principal of this school	Administrator Instrument
2	A1TEACHING	A1 E12 Principal is currently teaching in this school	Administrator Instrument
2	A1YRSMSTCHR	A1 E13A Principal's years of middle school teaching experience	Administrator Instrument
2	A1YRSHSTCHR	A1 E13B Principal's years of secondary teaching experience	Administrator Instrument

File #	Field name	Field label	Section description
2	A1MSSUBJECT	A1 E14 Main subject principal taught at middle school level	Administrator Instrument
2	A1HSSUBJECT	A1 E15 Main subject principal taught at high school level	Administrator Instrument
2	A1HRTEACHERS	A1 E16A Hours/week spent working with teachers on instructional issues	Administrator Instrument
2	A1HRINTMGMNT	A1 E16B Hours/week spent on internal school management	Administrator Instrument
2	A1HREXTMGMNT	A1 E16C Hours/week spent on external school management	Administrator Instrument
2	A1HRDISCIPLN	A1 E16D Hours/week spent on student discipline/attendance	Administrator Instrument
2	A1HRMONITOR	A1 E16E Hours/week spent monitoring hallways/campus/lunchroom	Administrator Instrument
2	A1HRTEACHING	A1 E16F Hours/week spent on principal's own teaching assignments	Administrator Instrument
2	A1HRPARENT	A1 E16G Hours/week spent talking and meeting with parents	Administrator Instrument
2	A1HRSTUDENT	A1 E16H Hours/week spent meeting with students	Administrator Instrument
2	A1HRPAPERWK	A1 E16I Hours/week spent on paperwork required by authorities	Administrator Instrument
2	A1HROTH	A1 E16J Hours/week spent on other activities	Administrator Instrument
2	A1TARDY	A1 E17A Student tardiness is a problem at this school	Administrator Instrument
2	A1STUABSENT	A1 E17B Student absenteeism is a problem at this school	Administrator Instrument
2	A1CUT	A1 E17C Student class cutting is a problem at this school	Administrator Instrument
2	A1TCHRABSENT	A1 E17D Teacher absenteeism is a problem at this school	Administrator Instrument
2	A1DROPOUT	A1 E17E Students dropping out is a problem at this school	Administrator Instrument
2	A1APATHY	A1 E17F Student apathy is a problem at this school	Administrator Instrument
2	A1PRNTINV	A1 E17G Lack of parental involvement is a problem at this school	Administrator Instrument
2	A1UNPREP	A1 E17H Students coming unprepared to learn is a problem at this school	Administrator Instrument
2	A1HEALTH	A1 E17I Poor student health is a problem at this school	Administrator Instrument
2	A1RESOURCES	A1 E17J Lack of teacher resources and materials is a problem at this school	Administrator Instrument
2	A1CONFLICT	A1 E18A Frequency of physical conflicts among students at this school	Administrator Instrument
2	A1ROBBERY	A1 E18B Frequency of robbery or theft at this school	Administrator Instrument
2	A1VANDALISM	A1 E18C Frequency of vandalism at this school	Administrator Instrument
2	A1DRUGUSE	A1 E18D Frequency of student illegal drug use at this school	Administrator Instrument
2	A1ALCOHOL	A1 E18E Frequency of students use of alcohol while at school	Administrator Instrument
2	A1DRUGSALE	A1 E18F Frequency of drug sales on the way to/from school or on school grounds	Administrator Instrument

File #	Field name	Field label	Section description
2	A1WEAPONS	A1 E18G Frequency of student possession of weapons at this school	Administrator Instrument
2	A1PHYSABUSE	A1 E18H Frequency of physical abuse of teachers at this school	Administrator Instrument
2	A1TENSION	A1 E18I Frequency of student racial tensions at this school	Administrator Instrument
2	A1BULLY	A1 E18J Frequency of student bullying at this school	Administrator Instrument
2	A1VERBAL	A1 E18K Frequency of student verbal abuse of teachers at this school	Administrator Instrument
2	A1MISBEHAVE	A1 E18L Frequency of student in-class misbehavior at this school	Administrator Instrument
2	A1DISRESPECT	A1 E18M Frequency of student acts of disrespect for teachers at this school	Administrator Instrument
2	A1GANG	A1 E18N Frequency of student gang activities at this school	Administrator Instrument
2	C1FTCNSL	C1 A01A Number of full-time high school counselors	Counselor Instrument
2	C1PTCNSL	C1 A01B Number of part-time high school counselors	Counselor Instrument
2	C1FTCERTCNSL	C1 A02A Number of certified full-time high school counselors	Counselor Instrument
2	C1PTCERTCNSL	C1 A02B Number of certified part-time high school counselors	Counselor Instrument
2	C1CASELOAD	C1 A03 Average caseload for school's counselors	Counselor Instrument
2	C1ASSIGNMENT	C1 A04 How counselors are assigned to students	Counselor Instrument
2	C1HRSSCHED	C1 A05A % hours counseling staff spent on high school course choice/scheduling	Counselor Instrument
2	C1HRSCOLLEGE	C1 A05B % hours counseling staff spent on college readiness/selection/apply	Counselor Instrument
2	C1HRSCAREER	C1 A05C % hours counseling staff spent on occupational choice/career planning	Counselor Instrument
2	C1HRSDEVELOP	C1 A05D % hours counseling staff spent on personal/academic/career development	Counselor Instrument
2	C1HRSJOBSKLL	C1 A05E % hours counseling staff spent on job placement/job skill development	Counselor Instrument
2	C1HRSPROBLEM	C1 A05F % hours counseling staff spent on school/personal problems	Counselor Instrument
2	C1HRSTESTING	C1 A05G % hours counseling staff spent on academic testing	Counselor Instrument
2	C1HRSNONCNSL	C1 A05H % hours counseling staff spent on non-counseling activities	Counselor Instrument
2	C1HRSOTHCNSL	C1 A05I % hours counseling staff spent on other counseling activities	Counselor Instrument
2	C1GOAL1	C1 A06 School counseling program's most emphasized goal	Counselor Instrument
2	C1GOAL2	C1 A07 School counseling program's second most emphasized goal	Counselor Instrument
2	C1GOAL3	C1 A08 School counseling program's third most emphasized goal	Counselor Instrument

File #	Field name	Field label	Section description
2	C1DISCIPLINE	C1 A09 Who (besides teacher) primarily deals with discipline problems	Counselor Instrument
2	C1G9LOWEST	C1 A10 Whether school includes 8th grade	Counselor Instrument
2	C1TRANSCNSL	C1 A11A MS counselors meet with HS counselors to assist with student transition	Counselor Instrument
2	C1TRANSCRS	C1 A11B HS counselors meet with 8th graders to select 9th grade courses	Counselor Instrument
2	C1TRANPRNT	C1 A11C HS counselors present HS course/registration information to MS parents	Counselor Instrument
2	C1TRANPLCY	C1 A11D HS counselors use placement policy to place students in grade 9 courses	Counselor Instrument
2	C1TRANPRES	C1 A11E HS counselors present HS course/registration information to MS students	Counselor Instrument
2	C1TRANCOTH	C1 A11F HS counselors assist students with transition from MS to HS in other way	Counselor Instrument
2	C1TRANNOT	C1 A11G HS counselors do not assist students with transition from MS to HS	Counselor Instrument
2	C1TRANSTUDPR	C1 A12A HS students present information at MS to assist with student transition	Counselor Instrument
2	C1TRANSTFFPR	C1 A12B HS staff present information at MS to assist with student transition	Counselor Instrument
2	C1TRANVISIT	C1 A12C Before school year MS students are invited to HS social event	Counselor Instrument
2	C1TRANCLASS	C1 A12D MS students attend regular classes at HS	Counselor Instrument
2	C1TRANADMIN	C1 A12E MS and HS administrators meet together on articulation and programs	Counselor Instrument
2	C1TRANTCHRS	C1 A12F MS and HS teachers meet together on courses and requirements	Counselor Instrument
2	C1TRANBUDDY	C1 A12G Buddy or big brother/sister programs pair new students with older ones	Counselor Instrument
2	C1TRANLRNCOM	C1 A12H 9th graders are placed in small learning communities/9th Grade Academies	Counselor Instrument
2	C1TRANSUMMER	C1 A12I Parents/students visit the HS during summer before students enter HS	Counselor Instrument
2	C1TRANFALL	C1 A12J Parents visit HS for orientation in fall after children have entered	Counselor Instrument
2	C1TRANSOTH	C1 A12K School assists with transition from MS to HS in some other way	Counselor Instrument
2	C1TRANNONE	C1 A12L School offers no assistance to students transitioning from MS to HS	Counselor Instrument
2	C1PLAN	C1 A13 Students are required to have a career or education plan	Counselor Instrument
2	C1PLANPARENT	C1 A14 School shares students' career/education plans with their parents	Counselor Instrument
2	C1SIGNOFF	C1 A15 School requires parents to sign off on students' career/education plans	Counselor Instrument

File #	Field name	Field label	Section description
2	C1TECHSUPPRT	C1 B16A School supports students with technology/software to support curriculum	Counselor Instrument
2	C1STAFFENRCH	C1 B16B School staff work with teachers to provide enrichment to students	Counselor Instrument
2	C1GIFTED	C1 B16C Gifted students receive pull-out instruction during regular school day	Counselor Instrument
2	C1ENRICHMENT	C1 B16D School supports high school students with enrichment experiences	Counselor Instrument
2	C1APCOURSE	C1 B16E School supports high school students with AP/college/university courses	Counselor Instrument
2	C1SCHOLARSHP	C1 B16F School supports HS students with scholarships for events/programs/class	Counselor Instrument
2	C1SUMMER	C1 B16G School supports high school students with summer activities or programs	Counselor Instrument
2	C1OTHSUPPORT	C1 B16H School supports high school students in other ways	Counselor Instrument
2	C1NOSUPPORT	C1 B16I School has no programs to support high school students	Counselor Instrument
2	C1GETAHEAD	C1 B17 School offers summer enrichment courses that allow students to get ahead	Counselor Instrument
2	C1STRUGGLE	C1 B18A School offers summer enrichment courses to struggling students	Counselor Instrument
2	C1AVERAGE	C1 B18B School offers summer enrichment courses to average students	Counselor Instrument
2	C1HIGH	C1 B18C School offers summer enrichment courses to high achieving students	Counselor Instrument
2	C1TUTOR	C1 B19A Tutoring during school day is available for students needing extra help	Counselor Instrument
2	C1STAFF	C1 B19B Staff work with teachers to provide extra help for students	Counselor Instrument
2	C1PULLOUT	C1 B19C Pull-out instruction during school day for students needing extra help	Counselor Instrument
2	C1CREDREC	C1 B19D Off-track/day/evening/summer school credit recovery program is available	Counselor Instrument
2	C1HOMEWORK	C1 B19E Homework assistance program is available for students needing extra help	Counselor Instrument
2	C1OUTSIDE	C1 B19F Support outside the school day for students needing extra help	Counselor Instrument
2	C1OTHRASSIST	C1 B19G School takes other steps to assist struggling high school students	Counselor Instrument
2	C1NOASSIST	C1 B19H School doesn’t have any programs for students who need extra assistance	Counselor Instrument
2	C1PURSUE	C1 B20A School has program to encourage underrepresented student in math/science	Counselor Instrument
2	C1INFORM	C1 B20B School has program to inform parent about math/science higher ed/careers	Counselor Instrument

File #	Field name	Field label	Section description
2	C1ENCCLG	C1 B20C School has program to encourage student not considering college to do so	Counselor Instrument
2	C1INDEPSTUDY	C1 B21A Courses not offered by school available through independent study	Counselor Instrument
2	C1ONLINE	C1 B21B Courses not offered by school available on-line	Counselor Instrument
2	C1OTHERHS	C1 B21C Courses not offered by school available at other district high school	Counselor Instrument
2	C1TECH	C1 B21D Courses not offered by school available at career/technical school	Counselor Instrument
2	C1COMCLG	C1 B21D Courses not offered by school available at community college	Counselor Instrument
2	C14YRCLG	C1 B21E Courses not offered by school available at 4-year college	Counselor Instrument
2	C1OTHERWAY	C1 B21F Courses not offered by school available in some other way	Counselor Instrument
2	C1NOWAY	C1 B21G School doesn't have any options for taking courses not offered by school	Counselor Instrument
2	C1MCOMPTST	C1 B22 School requires a mathematics competency test	Counselor Instrument
2	C1MRETAKE	C1 B23A If fails math competency test may/must retake the test	Counselor Instrument
2	C1MREMEDL	C1 B23B If fails math competency test may/must take remedial class	Counselor Instrument
2	C1MREPEAT	C1 B23C If fails math competency test may/must repeat class	Counselor Instrument
2	C1MTSTPREP	C1 B23D If fails math competency test may/must take test preparation class	Counselor Instrument
2	C1MTUTOR	C1 B23E If fails math competency test may/must receive tutoring	Counselor Instrument
2	C1MINDPRG	C1 B23F If fails math competency test may/must have individualized program	Counselor Instrument
2	C1MSUMSCH	C1 B23G If fails math competency test may/must attend summer school	Counselor Instrument
2	C1MALTSCH	C1 B23H If fails math competency test may/must be referred to alternative school	Counselor Instrument
2	C1DROPOUT	C1 B24 School has a formal dropout prevention program for high school students	Counselor Instrument
2	C1ABSENTEE	C1 B25A Recommended for dropout prevention program based on absentee record	Counselor Instrument
2	C1POORGRADES	C1 B25B Recommended for dropout prevention program based on poor/failing grades	Counselor Instrument
2	C1BEHIND	C1 B25C Recommended for dropout prevention program if behind on credits	Counselor Instrument
2	C1TCHREFER	C1 B25D Recommended for dropout prevention program based on teacher's referral	Counselor Instrument
2	C1CNSLREFER	C1 B25E Recommended for dropout prevention program based on counselor's referral	Counselor Instrument

File #	Field name	Field label	Section description
2	C1PRNTREFER	C1 B25F Recommended for dropout prevention program based on parental request	Counselor Instrument
2	C1STUDREQ	C1 B25G Recommended for dropout prevention program based on student request	Counselor Instrument
2	C1DISCPROB	C1 B25H Recommended for dropout prevention program based on disciplinary problem	Counselor Instrument
2	C1DOPREVOTHR	C1 B25I Recommended for dropout prevention program based on another basis	Counselor Instrument
2	C1GEDPREP	C1 B26 School has formal GED test preparation program on-site	Counselor Instrument
2	C1CLGPREP	C1 B27A School has counselor designated for college readiness/selection/apply	Counselor Instrument
2	C1WORKFORCE	C1 B27B School has counselor designated for workforce preparation/placement	Counselor Instrument
2	C1CLGFAIR	C1 B28A School holds or participates in college fairs	Counselor Instrument
2	C1POSTSECREQ	C1 B28B School consults with postsecondary reps about requirement/qualifications	Counselor Instrument
2	C1VISITCLG	C1 B28C School organizes student visits to colleges	Counselor Instrument
2	C1UPBOUND	C1 B28D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA	Counselor Instrument
2	C1INFOSESSN	C1 B28E School holds info session on transition to college for students/parents	Counselor Instrument
2	C1FINANCEAID	C1 B28F School assists students with finding financial aid for college	Counselor Instrument
2	C1DUALENROLL	C1 B28G School provides opportunities for dual/concurrent enrollment	Counselor Instrument
2	C1BEHAVIOR	C1 B28H School offers counseling curriculum for positive academic behaviors	Counselor Instrument
2	C1ASSISTOTH	C1 B28I School takes other steps to assist with HS to college transition	Counselor Instrument
2	C1NOSTEPS	C1 B28J School does not take any steps to assist with HS to college transition	Counselor Instrument
2	C1CTE	C1 B29 CTE or vocational-technical program offered	Counselor Instrument
2	C1CLUSTER	C1 B30 Career Clusters/Pathways/Programs of Study (POS) offered	Counselor Instrument
2	C1INDVCRS	C1 B31 Student not enrolled in Career Clusters etc. may take course in program	Counselor Instrument
2	C1INTERN	C1 B32A School offers internships with local employers	Counselor Instrument
2	C1JOBFAIR	C1 B32B School offers job fairs	Counselor Instrument
2	C1JOBGUIDE	C1 B32C School offers career guides or skills assessments	Counselor Instrument
2	C1EMPLOYER	C1 B32D School offers school/classroom presentations by local employers	Counselor Instrument
2	C1AWARENESS	C1 B32E School offers career awareness activities	Counselor Instrument
2	C1DECISION	C1 B32F School offers courses in career decision making	Counselor Instrument

File #	Field name	Field label	Section description
2	C1CAREERUNIT	C1 B32G School offers career information units in subject-matter courses	Counselor Instrument
2	C1WORKSTUDY	C1 B32H School offers exploratory work experience programs/co-op/workstudy/EBCE	Counselor Instrument
2	C1CAREERDAY	C1 B32I School offers career days or nights	Counselor Instrument
2	C1ASSEMBLIES	C1 B32J School offers vocational oriented assemblies and speakers in classes	Counselor Instrument
2	C1VOCTECH	C1 B32K School offers vocational-technical courses not part of formal program	Counselor Instrument
2	C1JOBVISIT	C1 B32L School offers job site visits/field trips	Counselor Instrument
2	C1JOBSHADOW	C1 B32M School offers job shadowing	Counselor Instrument
2	C1JOBSIM	C1 B32N School offers simulations such as Singer or SRA Job experience kits	Counselor Instrument
2	C1JOBTEST	C1 B32O School offers tests for career planning purposes	Counselor Instrument
2	C1JOBSKILLS	C1 B32P School offers training in job seeking skills	Counselor Instrument
2	C1JOBINFOCMP	C1 B32Q School offers computerized career information resources	Counselor Instrument
2	C1JOBINFONON	C1 B32R School offers non-computerized career information resources	Counselor Instrument
2	C1HSTOWRKOTH	C1 B32S School assists students with transition from HS to work in other ways	Counselor Instrument
2	C1HSTOWORKNO	C1 B32T School doesn’t assist students with transition from high school to work	Counselor Instrument
2	C1G9MSAME	C1 C01 All 9th graders are placed in the same math course	Counselor Instrument
2	C1G9MMSCNSL	C1 C02A Importance of MS counselor recommendation for 9th grade math placement	Counselor Instrument
2	C1G9MHSCNSL	C1 C02B Importance of HS counselor recommendation for 9th grade math placement	Counselor Instrument
2	C1G9MMSTCHR	C1 C02C Importance of MS teacher recommendation for 9th grade math placement	Counselor Instrument
2	C1G9MMSCOURS	C1 C02D Importance of courses taken in MS for 9th grade math placement	Counselor Instrument
2	C1G9MMSACHV	C1 C02E Importance of achievement in MS courses for 9th grade math placement	Counselor Instrument
2	C1G9MENDTST	C1 C02F Importance of end-of-year/course test for 9th grade math placement	Counselor Instrument
2	C1G9MPLACTST	C1 C02G Importance of placement tests for 9th grade math placement	Counselor Instrument
2	C1G9MSTNDTST	C1 C02H Importance of standardized tests for 9th grade math placement	Counselor Instrument
2	C1G9MPLAN	C1 C02I Importance of career/education plan for 9th grade math placement	Counselor Instrument
2	C1G9MSELECT	C1 C02J Importance of student/parent choice for 9th grade math placement	Counselor Instrument

File #	Field name	Field label	Section description
2	C1UPPERMSAME	C1 C03 After grade 9 all students in same grade placed in same math course	Counselor Instrument
2	C1UPMGRADES	C1 C04A Importance of prior grades for 10th to 12th grade math placement	Counselor Instrument
2	C1UPMPLACTST	C1 C04B Importance of placement tests for 10th to 12th grade math placement	Counselor Instrument
2	C1UPMTCHR	C1 C04C Importance of teacher's recommendation for 10-12th grade math placement	Counselor Instrument
2	C1UPMSELECT	C1 C04D Importance of student/parent choice for 10th-12th grade math placement	Counselor Instrument
2	C1UPMPLAN	C1 C04E Importance of career/education plan for 10th-12th grade math placement	Counselor Instrument
2	C1UPMSCHED	C1 C04F Importance of master schedule for 10th to 12th grade math placement	Counselor Instrument
2	C1G9SSAME	C1 C05 All 9th graders are placed in the same science course	Counselor Instrument
2	C1G9SMSCNSL	C1 C06A Importance of MS counselor recommendation for grade 9 science placement	Counselor Instrument
2	C1G9SHSCNSL	C1 C06B Importance of HS counselor recommendation for grade 9 science placement	Counselor Instrument
2	C1G9SMSTCHR	C1 C06C Importance of MS teacher recommendation for 9th grade science placement	Counselor Instrument
2	C1G9SMSCOURS	C1 C06D Importance of courses taken in MS for 9th grade science placement	Counselor Instrument
2	C1G9SMSACHV	C1 C06E Importance of achievement in MS courses for 9th grade science placement	Counselor Instrument
2	C1G9SENDTST	C1 C06F Importance of end-of-year/course test for 9th grade science placement	Counselor Instrument
2	C1G9SPLACTST	C1 C06G Importance of placement tests for 9th grade science placement	Counselor Instrument
2	C1G9SSTNDTST	C1 C06H Importance of standardized tests for 9th grade science placement	Counselor Instrument
2	C1G9SPLAN	C1 C06I Importance of career/education plan for 9th grade science placement	Counselor Instrument
2	C1G9SSELECT	C1 C06J Importance of student/parent choice for 9th grade science placement	Counselor Instrument
2	C1UPPERSSAME	C1 C07 After grade 9 all students in same grade placed in same science course	Counselor Instrument
2	C1UPSGRADES	C1 C08A Importance of prior grades for 10th to 12th grade science placement	Counselor Instrument
2	C1UPSPLACTST	C1 C08B Importance of placement tests for 10th to 12th grade science placement	Counselor Instrument
2	C1UPSTCHR	C1 C08C Importance of teacher's recommendation for 10th-12th science placement	Counselor Instrument
2	C1UPSSELECT	C1 C08D Importance of student/parent choice for 10-12th grade science placement	Counselor Instrument

File #	Field name	Field label	Section description
2	C1UPSPLAN	C1 C08E Importance of career/education plan for 10-12th grade science placement	Counselor Instrument
2	C1UPSSCHED	C1 C08F Importance of master schedule for 10th to 12th grade science placement	Counselor Instrument
2	C1TTEACHING	C1 D01A Teachers in this school set high standards for teaching	Counselor Instrument
2	C1TLEARNING	C1 D01B Teachers in this school set high standards for students' learning	Counselor Instrument
2	C1TBELIEVE	C1 D01C Teachers in this school believe all students can do well	Counselor Instrument
2	C1TGIVEUP	C1 D01D Teachers in this school have given up on some students	Counselor Instrument
2	C1TCARE	C1 D01E Teachers in this school care only about smart students	Counselor Instrument
2	C1TEXPECT	C1 D01F Teachers in this school expect very little from students	Counselor Instrument
2	C1TWORKHARD	C1 D01G Teachers in this school work hard to make sure all students learn	Counselor Instrument
2	C1CLEARNING	C1 D02A Counselors in this school set high standards for students' learning	Counselor Instrument
2	C1CBELIEVE	C1 D02B Counselors in this school believe all students can do well	Counselor Instrument
2	C1CGIVEUP	C1 D02C Counselors in this school have given up on some students	Counselor Instrument
2	C1CCARE	C1 D02D Counselors in this school care only about smart students	Counselor Instrument
2	C1CEXPECT	C1 D02E Counselors in this school expect very little from students	Counselor Instrument
2	C1CWORKHARD	C1 D02F Counselors in this school work hard to make sure all students learn	Counselor Instrument
2	C1PLEARNING	C1 D03A Principal in this school sets high standards for students' learning	Counselor Instrument
2	C1PBELIEVE	C1 D03B Principal in this school believes all students can do well	Counselor Instrument
2	C1PGIVEUP	C1 D03C Principal in this school has given up on some students	Counselor Instrument
2	C1PCARE	C1 D03D Principal in this school cares only about smart students	Counselor Instrument
2	C1PEXPECT	C1 D03E Principal in this school expects very little from students	Counselor Instrument
2	C1PWORKHARD	C1 D03F Principal in this school works hard to make sure all students learn	Counselor Instrument
2	C1YRSK12	C1 D04A Years as a school counselor for any grade K-12	Counselor Instrument
2	C1YRS912	C1 D04B Years as a school counselor for grades 9-12	Counselor Instrument
2	C1HIDEG	C1 D05 Counselor's highest degree earned	Counselor Instrument
2	C1HIMAJV	C1 D06A Counselor's major for highest level of education-verbatim	Counselor Instrument

File #	Field name	Field label	Section description
2	C1HIMAJ6	C1 D06C Counselor's major for highest level of education 6-digit CIP code	Counselor Instrument
2	C1HIMAJ2	C1 D06B Counselor's major for highest level of education 2-digit CIP code	Counselor Instrument
2	C1BAMAJV	C1 D07A Counselor's major for bachelor's degree-verbatim	Counselor Instrument
2	C1BAMAJ6	C1 D07C Counselor's major for bachelor's degree 6-digit CIP code	Counselor Instrument
2	C1BAMAJ2	C1 D07B Counselor's major for bachelor's degree 2-digit CIP code	Counselor Instrument
2	C1INCDEG	C1 D08 Counselor has started but not completed more advanced degree	Counselor Instrument
2	C1ENTRY	C1 D09 How counselor entered the school counseling profession	Counselor Instrument
2	W1SCHOOL001	W1 BRR school analytic weight for replicate 1	School Level BRR Weights
2	W1SCHOOL002	W1 BRR school analytic weight for replicate 2	School Level BRR Weights
2	W1SCHOOL003	W1 BRR school analytic weight for replicate 3	School Level BRR Weights
2	W1SCHOOL004	W1 BRR school analytic weight for replicate 4	School Level BRR Weights
2	W1SCHOOL005	W1 BRR school analytic weight for replicate 5	School Level BRR Weights
2	W1SCHOOL006	W1 BRR school analytic weight for replicate 6	School Level BRR Weights
2	W1SCHOOL007	W1 BRR school analytic weight for replicate 7	School Level BRR Weights
2	W1SCHOOL008	W1 BRR school analytic weight for replicate 8	School Level BRR Weights
2	W1SCHOOL009	W1 BRR school analytic weight for replicate 9	School Level BRR Weights
2	W1SCHOOL010	W1 BRR school analytic weight for replicate 10	School Level BRR Weights
2	W1SCHOOL011	W1 BRR school analytic weight for replicate 11	School Level BRR Weights
2	W1SCHOOL012	W1 BRR school analytic weight for replicate 12	School Level BRR Weights
2	W1SCHOOL013	W1 BRR school analytic weight for replicate 13	School Level BRR Weights
2	W1SCHOOL014	W1 BRR school analytic weight for replicate 14	School Level BRR Weights
2	W1SCHOOL015	W1 BRR school analytic weight for replicate 15	School Level BRR Weights
2	W1SCHOOL016	W1 BRR school analytic weight for replicate 16	School Level BRR Weights
2	W1SCHOOL017	W1 BRR school analytic weight for replicate 17	School Level BRR Weights
2	W1SCHOOL018	W1 BRR school analytic weight for replicate 18	School Level BRR Weights
2	W1SCHOOL019	W1 BRR school analytic weight for replicate 19	School Level BRR Weights
2	W1SCHOOL020	W1 BRR school analytic weight for replicate 20	School Level BRR Weights
2	W1SCHOOL021	W1 BRR school analytic weight for replicate 21	School Level BRR Weights
2	W1SCHOOL022	W1 BRR school analytic weight for replicate 22	School Level BRR Weights
2	W1SCHOOL023	W1 BRR school analytic weight for replicate 23	School Level BRR Weights
2	W1SCHOOL024	W1 BRR school analytic weight for replicate 24	School Level BRR Weights
2	W1SCHOOL025	W1 BRR school analytic weight for replicate 25	School Level BRR Weights
2	W1SCHOOL026	W1 BRR school analytic weight for replicate 26	School Level BRR Weights
2	W1SCHOOL027	W1 BRR school analytic weight for replicate 27	School Level BRR Weights
2	W1SCHOOL028	W1 BRR school analytic weight for replicate 28	School Level BRR Weights
2	W1SCHOOL029	W1 BRR school analytic weight for replicate 29	School Level BRR Weights
2	W1SCHOOL030	W1 BRR school analytic weight for replicate 30	School Level BRR Weights

File #	Field name	Field label	Section description
2	W1SCHOOL031	W1 BRR school analytic weight for replicate 31	School Level BRR Weights
2	W1SCHOOL032	W1 BRR school analytic weight for replicate 32	School Level BRR Weights
2	W1SCHOOL033	W1 BRR school analytic weight for replicate 33	School Level BRR Weights
2	W1SCHOOL034	W1 BRR school analytic weight for replicate 34	School Level BRR Weights
2	W1SCHOOL035	W1 BRR school analytic weight for replicate 35	School Level BRR Weights
2	W1SCHOOL036	W1 BRR school analytic weight for replicate 36	School Level BRR Weights
2	W1SCHOOL037	W1 BRR school analytic weight for replicate 37	School Level BRR Weights
2	W1SCHOOL038	W1 BRR school analytic weight for replicate 38	School Level BRR Weights
2	W1SCHOOL039	W1 BRR school analytic weight for replicate 39	School Level BRR Weights
2	W1SCHOOL040	W1 BRR school analytic weight for replicate 40	School Level BRR Weights
2	W1SCHOOL041	W1 BRR school analytic weight for replicate 41	School Level BRR Weights
2	W1SCHOOL042	W1 BRR school analytic weight for replicate 42	School Level BRR Weights
2	W1SCHOOL043	W1 BRR school analytic weight for replicate 43	School Level BRR Weights
2	W1SCHOOL044	W1 BRR school analytic weight for replicate 44	School Level BRR Weights
2	W1SCHOOL045	W1 BRR school analytic weight for replicate 45	School Level BRR Weights
2	W1SCHOOL046	W1 BRR school analytic weight for replicate 46	School Level BRR Weights
2	W1SCHOOL047	W1 BRR school analytic weight for replicate 47	School Level BRR Weights
2	W1SCHOOL048	W1 BRR school analytic weight for replicate 48	School Level BRR Weights
2	W1SCHOOL049	W1 BRR school analytic weight for replicate 49	School Level BRR Weights
2	W1SCHOOL050	W1 BRR school analytic weight for replicate 50	School Level BRR Weights
2	W1SCHOOL051	W1 BRR school analytic weight for replicate 51	School Level BRR Weights
2	W1SCHOOL052	W1 BRR school analytic weight for replicate 52	School Level BRR Weights
2	W1SCHOOL053	W1 BRR school analytic weight for replicate 53	School Level BRR Weights
2	W1SCHOOL054	W1 BRR school analytic weight for replicate 54	School Level BRR Weights
2	W1SCHOOL055	W1 BRR school analytic weight for replicate 55	School Level BRR Weights
2	W1SCHOOL056	W1 BRR school analytic weight for replicate 56	School Level BRR Weights
2	W1SCHOOL057	W1 BRR school analytic weight for replicate 57	School Level BRR Weights
2	W1SCHOOL058	W1 BRR school analytic weight for replicate 58	School Level BRR Weights
2	W1SCHOOL059	W1 BRR school analytic weight for replicate 59	School Level BRR Weights
2	W1SCHOOL060	W1 BRR school analytic weight for replicate 60	School Level BRR Weights
2	W1SCHOOL061	W1 BRR school analytic weight for replicate 61	School Level BRR Weights
2	W1SCHOOL062	W1 BRR school analytic weight for replicate 62	School Level BRR Weights
2	W1SCHOOL063	W1 BRR school analytic weight for replicate 63	School Level BRR Weights
2	W1SCHOOL064	W1 BRR school analytic weight for replicate 64	School Level BRR Weights
2	W1SCHOOL065	W1 BRR school analytic weight for replicate 65	School Level BRR Weights
2	W1SCHOOL066	W1 BRR school analytic weight for replicate 66	School Level BRR Weights
2	W1SCHOOL067	W1 BRR school analytic weight for replicate 67	School Level BRR Weights
2	W1SCHOOL068	W1 BRR school analytic weight for replicate 68	School Level BRR Weights
2	W1SCHOOL069	W1 BRR school analytic weight for replicate 69	School Level BRR Weights
2	W1SCHOOL070	W1 BRR school analytic weight for replicate 70	School Level BRR Weights
2	W1SCHOOL071	W1 BRR school analytic weight for replicate 71	School Level BRR Weights
2	W1SCHOOL072	W1 BRR school analytic weight for replicate 72	School Level BRR Weights
2	W1SCHOOL073	W1 BRR school analytic weight for replicate 73	School Level BRR Weights

File #	Field name	Field label	Section description
2	W1SCHOOL074	W1 BRR school analytic weight for replicate 74	School Level BRR Weights
2	W1SCHOOL075	W1 BRR school analytic weight for replicate 75	School Level BRR Weights
2	W1SCHOOL076	W1 BRR school analytic weight for replicate 76	School Level BRR Weights
2	W1SCHOOL077	W1 BRR school analytic weight for replicate 77	School Level BRR Weights
2	W1SCHOOL078	W1 BRR school analytic weight for replicate 78	School Level BRR Weights
2	W1SCHOOL079	W1 BRR school analytic weight for replicate 79	School Level BRR Weights
2	W1SCHOOL080	W1 BRR school analytic weight for replicate 80	School Level BRR Weights
2	W1SCHOOL081	W1 BRR school analytic weight for replicate 81	School Level BRR Weights
2	W1SCHOOL082	W1 BRR school analytic weight for replicate 82	School Level BRR Weights
2	W1SCHOOL083	W1 BRR school analytic weight for replicate 83	School Level BRR Weights
2	W1SCHOOL084	W1 BRR school analytic weight for replicate 84	School Level BRR Weights
2	W1SCHOOL085	W1 BRR school analytic weight for replicate 85	School Level BRR Weights
2	W1SCHOOL086	W1 BRR school analytic weight for replicate 86	School Level BRR Weights
2	W1SCHOOL087	W1 BRR school analytic weight for replicate 87	School Level BRR Weights
2	W1SCHOOL088	W1 BRR school analytic weight for replicate 88	School Level BRR Weights
2	W1SCHOOL089	W1 BRR school analytic weight for replicate 89	School Level BRR Weights
2	W1SCHOOL090	W1 BRR school analytic weight for replicate 90	School Level BRR Weights
2	W1SCHOOL091	W1 BRR school analytic weight for replicate 91	School Level BRR Weights
2	W1SCHOOL092	W1 BRR school analytic weight for replicate 92	School Level BRR Weights
2	W1SCHOOL093	W1 BRR school analytic weight for replicate 93	School Level BRR Weights
2	W1SCHOOL094	W1 BRR school analytic weight for replicate 94	School Level BRR Weights
2	W1SCHOOL095	W1 BRR school analytic weight for replicate 95	School Level BRR Weights
2	W1SCHOOL096	W1 BRR school analytic weight for replicate 96	School Level BRR Weights
2	W1SCHOOL097	W1 BRR school analytic weight for replicate 97	School Level BRR Weights
2	W1SCHOOL098	W1 BRR school analytic weight for replicate 98	School Level BRR Weights
2	W1SCHOOL099	W1 BRR school analytic weight for replicate 99	School Level BRR Weights
2	W1SCHOOL100	W1 BRR school analytic weight for replicate 100	School Level BRR Weights
2	W1SCHOOL101	W1 BRR school analytic weight for replicate 101	School Level BRR Weights
2	W1SCHOOL102	W1 BRR school analytic weight for replicate 102	School Level BRR Weights
2	W1SCHOOL103	W1 BRR school analytic weight for replicate 103	School Level BRR Weights
2	W1SCHOOL104	W1 BRR school analytic weight for replicate 104	School Level BRR Weights
2	W1SCHOOL105	W1 BRR school analytic weight for replicate 105	School Level BRR Weights
2	W1SCHOOL106	W1 BRR school analytic weight for replicate 106	School Level BRR Weights
2	W1SCHOOL107	W1 BRR school analytic weight for replicate 107	School Level BRR Weights
2	W1SCHOOL108	W1 BRR school analytic weight for replicate 108	School Level BRR Weights
2	W1SCHOOL109	W1 BRR school analytic weight for replicate 109	School Level BRR Weights
2	W1SCHOOL110	W1 BRR school analytic weight for replicate 110	School Level BRR Weights
2	W1SCHOOL111	W1 BRR school analytic weight for replicate 111	School Level BRR Weights
2	W1SCHOOL112	W1 BRR school analytic weight for replicate 112	School Level BRR Weights
2	W1SCHOOL113	W1 BRR school analytic weight for replicate 113	School Level BRR Weights
2	W1SCHOOL114	W1 BRR school analytic weight for replicate 114	School Level BRR Weights
2	W1SCHOOL115	W1 BRR school analytic weight for replicate 115	School Level BRR Weights
2	W1SCHOOL116	W1 BRR school analytic weight for replicate 116	School Level BRR Weights

File #	Field name	Field label	Section description
2	W1SCHOOL117	W1 BRR school analytic weight for replicate 117	School Level BRR Weights
2	W1SCHOOL118	W1 BRR school analytic weight for replicate 118	School Level BRR Weights
2	W1SCHOOL119	W1 BRR school analytic weight for replicate 119	School Level BRR Weights
2	W1SCHOOL120	W1 BRR school analytic weight for replicate 120	School Level BRR Weights
2	W1SCHOOL121	W1 BRR school analytic weight for replicate 121	School Level BRR Weights
2	W1SCHOOL122	W1 BRR school analytic weight for replicate 122	School Level BRR Weights
2	W1SCHOOL123	W1 BRR school analytic weight for replicate 123	School Level BRR Weights
2	W1SCHOOL124	W1 BRR school analytic weight for replicate 124	School Level BRR Weights
2	W1SCHOOL125	W1 BRR school analytic weight for replicate 125	School Level BRR Weights
2	W1SCHOOL126	W1 BRR school analytic weight for replicate 126	School Level BRR Weights
2	W1SCHOOL127	W1 BRR school analytic weight for replicate 127	School Level BRR Weights
2	W1SCHOOL128	W1 BRR school analytic weight for replicate 128	School Level BRR Weights
2	W1SCHOOL129	W1 BRR school analytic weight for replicate 129	School Level BRR Weights
2	W1SCHOOL130	W1 BRR school analytic weight for replicate 130	School Level BRR Weights
2	W1SCHOOL131	W1 BRR school analytic weight for replicate 131	School Level BRR Weights
2	W1SCHOOL132	W1 BRR school analytic weight for replicate 132	School Level BRR Weights
2	W1SCHOOL133	W1 BRR school analytic weight for replicate 133	School Level BRR Weights
2	W1SCHOOL134	W1 BRR school analytic weight for replicate 134	School Level BRR Weights
2	W1SCHOOL135	W1 BRR school analytic weight for replicate 135	School Level BRR Weights
2	W1SCHOOL136	W1 BRR school analytic weight for replicate 136	School Level BRR Weights
2	W1SCHOOL137	W1 BRR school analytic weight for replicate 137	School Level BRR Weights
2	W1SCHOOL138	W1 BRR school analytic weight for replicate 138	School Level BRR Weights
2	W1SCHOOL139	W1 BRR school analytic weight for replicate 139	School Level BRR Weights
2	W1SCHOOL140	W1 BRR school analytic weight for replicate 140	School Level BRR Weights
2	W1SCHOOL141	W1 BRR school analytic weight for replicate 141	School Level BRR Weights
2	W1SCHOOL142	W1 BRR school analytic weight for replicate 142	School Level BRR Weights
2	W1SCHOOL143	W1 BRR school analytic weight for replicate 143	School Level BRR Weights
2	W1SCHOOL144	W1 BRR school analytic weight for replicate 144	School Level BRR Weights
2	W1SCHOOL145	W1 BRR school analytic weight for replicate 145	School Level BRR Weights
2	W1SCHOOL146	W1 BRR school analytic weight for replicate 146	School Level BRR Weights
2	W1SCHOOL147	W1 BRR school analytic weight for replicate 147	School Level BRR Weights
2	W1SCHOOL148	W1 BRR school analytic weight for replicate 148	School Level BRR Weights
2	W1SCHOOL149	W1 BRR school analytic weight for replicate 149	School Level BRR Weights
2	W1SCHOOL150	W1 BRR school analytic weight for replicate 150	School Level BRR Weights
2	W1SCHOOL151	W1 BRR school analytic weight for replicate 151	School Level BRR Weights
2	W1SCHOOL152	W1 BRR school analytic weight for replicate 152	School Level BRR Weights
2	W1SCHOOL153	W1 BRR school analytic weight for replicate 153	School Level BRR Weights
2	W1SCHOOL154	W1 BRR school analytic weight for replicate 154	School Level BRR Weights
2	W1SCHOOL155	W1 BRR school analytic weight for replicate 155	School Level BRR Weights
2	W1SCHOOL156	W1 BRR school analytic weight for replicate 156	School Level BRR Weights
2	W1SCHOOL157	W1 BRR school analytic weight for replicate 157	School Level BRR Weights
2	W1SCHOOL158	W1 BRR school analytic weight for replicate 158	School Level BRR Weights
2	W1SCHOOL159	W1 BRR school analytic weight for replicate 159	School Level BRR Weights

File #	Field name	Field label	Section description
2	W1SCHOOL160	W1 BRR school analytic weight for replicate 160	School Level BRR Weights
2	W1SCHOOL161	W1 BRR school analytic weight for replicate 161	School Level BRR Weights
2	W1SCHOOL162	W1 BRR school analytic weight for replicate 162	School Level BRR Weights
2	W1SCHOOL163	W1 BRR school analytic weight for replicate 163	School Level BRR Weights
2	W1SCHOOL164	W1 BRR school analytic weight for replicate 164	School Level BRR Weights
2	W1SCHOOL165	W1 BRR school analytic weight for replicate 165	School Level BRR Weights
2	W1SCHOOL166	W1 BRR school analytic weight for replicate 166	School Level BRR Weights
2	W1SCHOOL167	W1 BRR school analytic weight for replicate 167	School Level BRR Weights
2	W1SCHOOL168	W1 BRR school analytic weight for replicate 168	School Level BRR Weights
2	W1SCHOOL169	W1 BRR school analytic weight for replicate 169	School Level BRR Weights
2	W1SCHOOL170	W1 BRR school analytic weight for replicate 170	School Level BRR Weights
2	W1SCHOOL171	W1 BRR school analytic weight for replicate 171	School Level BRR Weights
2	W1SCHOOL172	W1 BRR school analytic weight for replicate 172	School Level BRR Weights
2	W1SCHOOL173	W1 BRR school analytic weight for replicate 173	School Level BRR Weights
2	W1SCHOOL174	W1 BRR school analytic weight for replicate 174	School Level BRR Weights
2	W1SCHOOL175	W1 BRR school analytic weight for replicate 175	School Level BRR Weights
2	W1SCHOOL176	W1 BRR school analytic weight for replicate 176	School Level BRR Weights
2	W1SCHOOL177	W1 BRR school analytic weight for replicate 177	School Level BRR Weights
2	W1SCHOOL178	W1 BRR school analytic weight for replicate 178	School Level BRR Weights
2	W1SCHOOL179	W1 BRR school analytic weight for replicate 179	School Level BRR Weights
2	W1SCHOOL180	W1 BRR school analytic weight for replicate 180	School Level BRR Weights
2	W1SCHOOL181	W1 BRR school analytic weight for replicate 181	School Level BRR Weights
2	W1SCHOOL182	W1 BRR school analytic weight for replicate 182	School Level BRR Weights
2	W1SCHOOL183	W1 BRR school analytic weight for replicate 183	School Level BRR Weights
2	W1SCHOOL184	W1 BRR school analytic weight for replicate 184	School Level BRR Weights
2	W1SCHOOL185	W1 BRR school analytic weight for replicate 185	School Level BRR Weights
2	W1SCHOOL186	W1 BRR school analytic weight for replicate 186	School Level BRR Weights
2	W1SCHOOL187	W1 BRR school analytic weight for replicate 187	School Level BRR Weights
2	W1SCHOOL188	W1 BRR school analytic weight for replicate 188	School Level BRR Weights
2	W1SCHOOL189	W1 BRR school analytic weight for replicate 189	School Level BRR Weights
2	W1SCHOOL190	W1 BRR school analytic weight for replicate 190	School Level BRR Weights
2	W1SCHOOL191	W1 BRR school analytic weight for replicate 191	School Level BRR Weights
2	W1SCHOOL192	W1 BRR school analytic weight for replicate 192	School Level BRR Weights
2	W1SCHOOL193	W1 BRR school analytic weight for replicate 193	School Level BRR Weights
2	W1SCHOOL194	W1 BRR school analytic weight for replicate 194	School Level BRR Weights
2	W1SCHOOL195	W1 BRR school analytic weight for replicate 195	School Level BRR Weights
2	W1SCHOOL196	W1 BRR school analytic weight for replicate 196	School Level BRR Weights
2	W1SCHOOL197	W1 BRR school analytic weight for replicate 197	School Level BRR Weights
2	W1SCHOOL198	W1 BRR school analytic weight for replicate 198	School Level BRR Weights
2	W1SCHOOL199	W1 BRR school analytic weight for replicate 199	School Level BRR Weights
2	W1SCHOOL200	W1 BRR school analytic weight for replicate 200	School Level BRR Weights