

# *National Longitudinal Study of Adolescent Health*

## *Wave III Education Data Contextual Codebook*

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# WAVE III EDUCATION DATA CONTEXTUAL COMPONENT

## I. INTRODUCTION

### *A. Component Description*

The institutional features of schools play an important role in shaping students' academic experiences. Hence, a main focus of the Contextual Component is to draw upon secondary data to describe the programmatic and demographic features of the schools and school districts included in AHAA. Specifically, data from the Common Core of Data (CCD) and the Private School Survey (PSS) were attached to participating schools. These surveys are conducted annually (CCD) or biannually (PSS) and are based on a census of the universes of public and private schools in the nation as well as the corresponding local educational agency (e.g., school district).

Additionally, a series of indicators derived from data from the 2000 United States Census was created. Census data on school districts is available from the School District Demographics System at the National Center for Education Statistics (NCES). AHAA project members linked the data from NCES to the school identification numbers of high schools attended by Add Health students.

The AHAA website, [www.prc.utexas.edu/ahaa/](http://www.prc.utexas.edu/ahaa/), provides up-to-date information on the types of AHAA Contextual Component data files currently available, and those that will be made available at a future date. This website also lists publications and other research-related activities using Contextual Component data and other types of AHAA data.

### *B. Overview of AHAA Schools and Public School Districts*

The AHAA school sample encompasses all original Add Health high schools and feeder schools, as well as the additional schools Wave III respondents last attended. In total, this constitutes a sample of 1720 schools, 1046 of which were linked to either the CCD or PSS surveys. The school-level disposition file included in the Primary Component provides complete information about which schools in the AHAA school sample were matched to the CCD and PSS surveys. Note that the schools not linked to the PSS or any of the CCD surveys were all non-Add Health schools. Complete documentation about the AHAA school sampling frame is presented in the AHAA study design document. Analysts interested in learning more about the Add Health school sample should access the official Add Health website, [www.cpc.unc.edu/projects/addhealth](http://www.cpc.unc.edu/projects/addhealth).

The table below presents a breakdown of the AHAA schools that were linked to the CCD and PSS data sources, indicating the number and percentage of private and public schools that are original Add Health and non-Add Health schools.

**Table 1. AHAA Schools by Private and Public Status**

School Type	Public	Private	Total
Original Add Health	133 (92%)	12 (8%)	145
Non-Add Health	800 (89%)	101 (11%)	901
Total	933	113	1046

The public school district was also identified for each of the 933 AHAA public high schools. Because a significant number of participating high schools are located within the same school district, the total sample of school districts for AHAA is 915.

### ***C. Organization of Contextual Component Document***

The Contextual Component document is organized into several sections. Section II, Common Core Data, discusses the indicators developed on the basis of four CCD surveys (survey years 1990-1991, 1993-1994, 1994-1995, and 1999-2000). Section III, Private School Survey Data, presents the indicators involving the data from the 1995-1996 PSS. The documentation includes (1) discussion of how CCD and PSS data were attached to AHAA schools, (2) the rationale for attaching data from the specified survey years, and (3) detailed descriptions of all available CCD- and PSS-based indicators (CCD consists of school- and district-level measures, while PSS contains only school-level measures). Section IV provides a brief description of the linking of the U.S. Census data to schools and a list of variables constructed from the Census data. The final sections outline the conventions used to name the Contextual variables, detail the particular missing codes applied to them, and list the contents of associated Contextual data files.

### ***D. Data File Structure***

Two separate data files were produced for the CCD and PSS data, educcd (containing indicators based on data from the CCD surveys) and edupss (containing indicators related to the PSS survey). Only public schools linked to the CCD surveys are included in the educcd file, and, similarly, only private schools attached to the PSS are included in edupss. It is important to note that schools were linked to these surveys even if transcripts were not collected from them (i.e., original Add Health feeder schools). Additionally, data on school districts from the Census is in a separate school-level data file, educen.

## **II. COMMON CORE DATA**

### ***A. Background and Procedural Issues***

#### **1. Attaching Common Core Data to AHAA/Add Health Schools**

We attached data from four years of the annually collected Public Elementary/Secondary School Universe Data (1990-1991, 1993-1994, 1994-1995, and

1999-2000) to the 933 identified public schools in the AHAA study. These data were downloaded from the CCD section of the National Center for Education Statistics (NCES) website. All of these schools appeared in at least one year of the CCD survey, and approximately 89% (N = 827) appeared in all four years. Fluctuations in the presence of schools in the CCD (which contain the universe of all public schools in the nation as well as district information) is likely due to the founding, dissolution, and merging of schools over time rather than because of any inconsistencies in survey procedures (schools are typically deleted from CCD records one year after closing). Analysts can examine the variable **ECRCCD** (described later) to determine which years each of these 933 AHAA public schools appeared in the CCD surveys.

District-level CCD data from the Local Education Agency (School District) Universe Survey Data was also attached to the schools included in AHAA. In general, districts appeared more consistently in the CCD surveys; 97% (N=909) of the public schools in AHAA matched a district in all four years (1990-1991, 1993-1994, 1994-1995, 1999-2000). Of the 24 without complete data, 9 of these match in 1993-1994, 1994-1995, and 1999-2000, and 15 match only in 1999-2000. Analysts interested in determining which schools did and did not match to a district in each survey year can examine the variable **ECRDIST** (detailed documentation provided below).

## **2. Rationale for Selecting Four CCD Survey Years**

We opted to attach data from the (1990-1991, 1993-1994, 1994-1995, and 1999-2000) CCD survey years to participating AHAA schools for several reasons. Selecting the survey year 1990-1991 enabled the construction of measures capturing information about school characteristics in the beginning of the 1990s, the decade during which Add Health was initiated. Using CCD survey data from 1993-1994 allows assessment of critical information about AHAA school contexts one year prior to the implementation of Add Health's Wave I (completed in 1994-1995). Analysts might utilize the 1993-1994 CCD variables to evaluate associative relationships between contextual aspects of AHAA schools and student behavioral and health outcomes as measured by Wave I. Developing indicators from the 1994-1995 survey equips researchers with school-contextual data that are concurrent with information collected from the In-School and Wave I surveys, enriching the types of cross-sectional analyses that can be generated. Utilizing the 1999-2000 surveys permitted the construction of indicators related to school features at the end of the 1990s, providing contextual information about participating schools prior to the implementation of Wave III (conducted in 2001-2002).

Taken as a whole, the incorporation of data from these four CCD survey years provides an entire decade's worth of information about the characteristics of the public schools AHAA students attended during their high school careers. Thus, analysts can use these data to determine whether AHAA school features and student populations remained stable or changed over the course of the 1990s while the Add Health Waves I and II were conducted.

### **3. Organization of CCD Indicators and Analytical Cautions**

The school-level and district-level indicators constructed from the four CCD survey years (1990-1991, 1993-1994, 1994-1995, and 1999-2000) are organized into six subgroups of indicators: school representation, school features, student population and pupil/teacher ratios, high school population, racial/ethnic composition, and district characteristics. A brief discussion of general issues and a list of indicators with descriptions are provided for each of these subgroups.

It is critical to note that racial composition variables produced on the basis of information from the CCDs were rounded. Likewise, raw number counts of total student membership in schools and number of students in high school were rounded. (Hence, some schools have values of 0.)

The CCD variables are named and/or labeled to indicate the year for which they capture information. While school years run from the fall of one year to the spring of the following year, for shorthand purposes the variable names reflect the year in the fall. For example, CCD variable names ending in *90* refer to the school year 1990-1991, and those ending in *93* indicate the school year 1993-1994, etc.

#### ***B. Description of Indicators***

##### **1. School-Representation Indicators**

These indicators enable analysts to determine which schools appeared in each of the four CCD surveys (1990-1991, 1993-1994, 1994-1995, and 1999-2000), and which schools matched to a district in each survey year.

##### **ECRCCD**

The values assigned to this variable consist of four binary characters that display the full distribution of the number of years each school appeared in the CCD surveys. Each character represents one of the survey years (1990-1991, 1993-1994, 1994-1995, and 1999-2000 from left to right respectively) and the values assigned are *0* or *1* depending upon whether schools appeared in the survey in that year. For example, if the first character in the value is *1*, then the school was matched to a record in the CCD data file in 1990, and if the fourth character is *0*, then the school was not matched in 1999. A school linked to all surveys except the 1994-1995 survey was assigned the value *1101* for this variable.

##### **ECRDIST**

Similar to the ECRCCD indicator, values of four binary characters are assigned to this indicator to describe the range of years each school was matched to a district in the CCD surveys. Each character is representative of one of the survey years (1990-1991, 1993-1994, 1994-1995, and 1999-2000 from left to right respectively), and the values

assigned are 0 or 1 depending upon whether schools were matched to a district in that survey year. For example, schools that were matched to a district in 1993-1994, 1994-1995, and 1999-2000 were assigned the value 0111 for this variable.

## **2. School Features Indicators**

Most of these indicators provide information about whether (0 = no, 1 = yes) public schools offer or are eligible for special programs. Also included in this grouping is an indicator related to the grade span of each public AHAA school.

### **ECCSGRSP**

This indicator captures information about the grade span of each AHAA public school during 1994-1995 (the year the In-School and Wave I surveys took place).

### **ECCTTLEI**

This binary indicator provides information about the Title I eligibility of each school in 1999-2000. (A school must be designated by appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382). Measures are provided only for 1999-2000 because the CCD surveys prior to 1998-1999 did not include questions about Title I status.

### **ECCTTLIS**

This binary indicator measures whether AHAA schools were considered eligible for School-Wide Title I (a program in which all pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in program authorized by Title I of Public Law 103-382) in 1999-2000. Measures are provided only for 1999 because the CCD surveys administered prior to 1998-1999 did not include questions about Title I status.

### **ECCMAGNT**

This binary variable captures information about whether each AHAA school was considered a magnet school in 1999-2000. Measures are provided only for 1999 because the CCD surveys administered prior to 1998-1999 did not include questions about magnet school status.

### **ECCCHART**

This binary variable captures information about whether a school was considered a charter school in 1999-2000. Measures are provided only for 1999 because the CCD surveys administered prior to 1998-1999 did not include questions about charter school status.

### **ECCPFL9(0,3,4,9)**

This measure provides information about the proportion of students in each school that were eligible for the free lunch program under the National School Lunch Act per CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

### **ECCURB9(0,3,4)**

This indicator provides information on the location of the school relative to populous areas. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, and 1994-1995).

- 1 = Large City – A central city of Consolidated Metropolitan Statistical Area (CMSA) with the city having a population greater than or equal to 250,000.
- 2 = Mid-size City – A central city of a CMSA or Metropolitan Statistical Area (MSA), with the city having a population less than 250,000.
- 3 = Urban Fringe of Large City – Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.
- 4 = Urban Fringe of Mid-size City – Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.
- 5 = Large Town – An incorporated place or Census Designated Place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.
- 6 = Small Town – An incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA.
- 7 = Rural – Any incorporated place, Census Designated Place, or non-place territory designated as rural by the Census Bureau.

### **ECCURB99**

This indicator provides information on the location of the school relative to populous areas. The categories in 1999 were different from previous years.

- 1 = Large City – A central city of Consolidated Metropolitan Statistical Area (CMSA) with the city having a population greater than or equal to 250,000.
- 2 = Mid-size City – A central city of a CMSA or Metropolitan Statistical Area (MSA), with the city having a population less than 250,000.
- 3 = Urban Fringe of Large City – Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.
- 4 = Urban Fringe of Mid-size City – Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.
- 5 = Large Town – An incorporated place or Census Designated Place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

6 = Small Town – An incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA.

7 = Rural, outside MSA – Any incorporated place, Census Designated Place, or non-place territory designated as rural by the Census Bureau.

8 = Rural, inside MSA – Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large or Mid-Size City and designated as rural by the Census Bureau.

### **3. Total Student Population and Pupil/Teacher Ratios Indicators**

These indicators capture information about the total number of students in each AHAA public school and the student/teacher ratios in these schools for the CCD survey years 1990-1991, 1993-1994, 1994-1995, and 1999-2000. All raw number counts were rounded; thus, some counts were assigned the value of 0.

#### **ECCMMB9(0,3,4,9)**

This indicator measures the total student membership (sum of all grades) of each school per CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

#### **ECCPTR9(0,3,4,9)**

This variable captures information about the student/teacher ratio (number of full-time students per full-time equivalent teachers) of each AHAA school per CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

### **4. High School Population Indicators**

These indicators provide information about the total number of students (rounded) enrolled in high school in each of the public schools included in AHAA. They also provide measurements of the proportion of students enrolled in an AHAA public school that were in high school, and the proportion of students enrolled in an AHAA public school in each grade 9-12.

#### **ECCNHS9(0,3,4,9)**

This indicator captures information about the total number of students enrolled in high school (grades 9-12) in each participating school in each of the four CCD survey years. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

#### **ECCPHS9(0,3,4,9)**

This variable provides information about the proportion of students enrolled in each AHAA school that were in high school (grades 9-12) in the specified CCD survey



year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

#### **ECC09G9(0,3,9)**

This measure indicates the proportion of students enrolled in grades 9-12 in each AHAA school that were in 9<sup>th</sup> grade in the specified CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, and 1999-2000).

**Note:** The variable for 1994-1995 is named **ECCP9G94**.

#### **ECC10G9(0,3,4,9)**

This measure indicates the proportion of students enrolled in grades 9-12 in each AHAA school that were in 10<sup>th</sup> grade in the specified CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

#### **ECC11G9(0,3,4,9)**

This measure indicates the proportion of students enrolled in grades 9-12 in each AHAA school that were in 11<sup>th</sup> grade in the specified CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

#### **ECC12G9(0,3,4,9)**

This measure indicates the proportion of students enrolled in grades 9-12 in each AHAA school that were in 12<sup>th</sup> grade in the specified CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

### **5. Racial/Ethnic Composition Indicators**

These indicators provide information about the racial make-up (American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, black non-Hispanic, and white non-Hispanic) of AHAA public schools. These proportionate measures are derived from the total student membership across all grades (not only high school) in each particular school (total student membership counts used as the denominator).

#### **ECCAIN9(0,3,4,9)**

This indicator captures information about the proportion of students that were American Indian/Alaskan Native in each school per CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCAPI9(0,3,4,9)**

This indicator captures information about the proportion of students that were Asian or Pacific Islander in each school per CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCHSP9(0,3,4,9)**

This indicator captures information about the proportion of students that were Hispanic in each school per CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCBLK9(0,3,4,9)**

This indicator captures information about the proportion of students that were black, non-Hispanic in each school per CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCWHT9(0, 3, 4, 9)**

This indicator captures information about the proportion of students that were white, non-Hispanic in each school per CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**6. District Characteristics Indicators**

These indicators provide information about the collective characteristics of all of the public schools within districts housing AHAA public schools. All raw number counts of students were rounded; thus, some counts were assigned the value of 0.

**ECCDMB9(0, 3, 4, 9)**

This indicator provides information about the total number of students across all grades in the school district in which the AHAA school was located during each CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCDSC9(0, 3, 4, 9)**

This indicator captures information about the total number of schools in the district in which the AHAA school was located during each CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

### **ECCDTR9(0, 3, 4, 9)**

This indicator captures information about the total number of teachers in the district in which the AHAA school was located during each CCD survey year. The last character of the variable name corresponds to the school year it represents (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

### **ECCDGRSP**

This indicator captures information about the grade span of schools in the district in which the AHAA school was located during 1994-1995.

## **III. PRIVATE SCHOOL SURVEY DATA**

### ***A. Background and Procedural Issues***

#### **1. Attaching PSS Data to AHAA/Add Health Schools**

Data analogous to the CCD surveys was collected for 113 private schools included in AHAA by attaching data from the biannually collected Private School Survey (PSS), containing the universe of all private schools in the nation. Data from one year of this survey, 1995-1996 (the PSS conducted closest to the timing of the In-School, Wave I, and Wave II surveys), was successfully attached these 113 schools. All 12 of the original Add Health private schools were matched to the 1995-1996 PSS.

#### **2. Organization of PSS Indicators**

The PSS indicators are organized into the following categories: school representation, school features, total school population and pupil/teacher ratio, high school population, and racial/ethnic composition. A brief discussion of general issues and a list of indicators with descriptions are provided for each of these categories, with the exception of the school-representation category, which requires no further explanation.

### ***B. Description of Indicators***

#### **1. School Features Indicators**

These measures elaborate on the characteristics of each private school included in Add Health/AHAA, including the religious affiliation of the school.

### **ECPTYPE**

This categorical variable provides information about the program emphasis of each private school included in AHAA. The list below describes the values that are possible entries for this indicator:

- 1* = Schools with a “regular” elementary or secondary program (e.g., schools containing grades K-12, K-8, 7-12, 9-12, or 1-8)
- 2* = Montessori schools
- 3* = Schools with a “special program emphasis” (e.g., science/math school, performing arts high school, foreign language immersion school, talented/gifted school)
- 4* = Special education schools
- 5* = Vocational/technical schools
- 6* = Early childhood program/day care center schools
- 7* = Schools offering an “alternative” program

## **ECPRELIG**

This is a binary measure indicating whether (no = *0*, yes = *1*) a school has a religious affiliation/orientation.

## **ECPRELS**

This categorical variable identifies the particular religious orientation/affiliation of each AHAA private school. The list below describes the values that are possible entries for this indicator:

- 1* = Roman Catholic
- 2* = Conservative Protestant
- 3* = Other Protestant

## **ECPURBAN**

This indicator provides information on the location of the school relative to populous areas.

- 1* = Large City – A central city of Consolidated Metropolitan Statistical Area (CMSA) with the city having a population greater than or equal to 250,000.
- 2* = Mid-size City – A central city of a CMSA or Metropolitan Statistical Area (MSA), with the city having a population less than 250,000.
- 3* = Urban Fringe of Large City – Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.
- 4* = Urban Fringe of Mid-size City – Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.
- 5* = Large Town – An incorporated place or Census Designated Place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.
- 6* = Small Town – An incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA.
- 7* = Rural – Any incorporated place, Census Designated Place, or non-place territory designated as rural by the Census Bureau.

## **2. Total Student Population and Pupil/Teacher Ratio Indicators**

These variables capture information about the total number of students in AHAA private schools, and the pupil/teacher ratio of private schools included in AHAA. It is important to note that all raw number counts have been rounded. Thus, some schools were assigned the value of 0 for indicators capturing raw student membership counts.

### **ECPMMB95**

This indicator provides information about the total number of students (student membership) in each school in 1995-1996.

### **ECPPTH95**

This variable captures information about the student/teacher ratio (number of full-time students per full-time equivalent teachers) of each school in 1995-1996.

## **3. High School Population Indicators**

These variables refer to the number and proportion of students enrolled in grades 9-12 in each school during the 1995-1996 survey year. All raw number counts have been rounded; thus, some counts were assigned the value of 0.

### **ECPNHS95**

This indicator measures the number of students in grades 9-12 in 1995-1996.

### **ECP912**

This variable captures information about the proportion of students that were in grades 9-12 in each AHAA private school during 1995-1996.

### **ECPPG9**

This variable indicates the ratio of the number of students in the 9<sup>th</sup> grade to the number enrolled in grades 9-12 for each AHAA private school in 1995-1996.

### **ECPPG10**

This variable indicates the ratio of the number of students in the 10<sup>th</sup> grade to the number enrolled in grades 9-12 for each AHAA private school in 1995-1996.

### **ECPPG11**

This variable indicates the ratio of the number of students in the 11<sup>th</sup> grade to the number enrolled in grades 9-12 for each AHAA private school in 1995-1996.

## **ECPPG12**

This variable indicates the ratio of the number of students in the 12<sup>th</sup> grade to the number enrolled in grades 9-12 for each AHAA private school in 1995-1996.

### **4. Racial/Ethnic Composition Indicators**

These indicators provide information about the racial make-up (American Indian/Alaskan Native, Asian or Pacific Islander, Hispanic, black non-Hispanic, and white non-Hispanic) of AHAA private schools. These proportionate measures are calculated on the basis of the total student membership across all grades (not only 9<sup>th</sup>-12<sup>th</sup> grades) in each of these schools.

## **ECPAIN95**

This indicator provides the proportion of students that were American Indian/Alaskan Native in each AHAA private school in 1995-1996.

## **ECPAPI95**

This indicator provides information about the proportion of students that were Asian or Pacific Islander in each AHAA private school in 1995-1996.

## **ECPHSP95**

This indicator provides information about the proportion of students that were Hispanic in each AHAA private school in 1995-1996.

## **ECPBLK95**

This indicator provides information about the proportion of students that were black, non-Hispanic in each AHAA private school in 1995-1996.

## **ECPWHT95**

This indicator provides information about the proportion of the student population white, non-Hispanic in each school in 1995-1996.

## **IV. U.S. CENSUS DATA**

### ***A. Background***

To provide contextual measures of the districts in which high schools attended by Add Health students are situated, a series of indicators derived using data from the 2000 United States Census were created. Census data on school districts is available from the School District Demographics System at the National Center for Education Statistics (NCES), whose purpose is to provide detailed demographic data and related mapping

data for each U.S. public school district. AHAA project members linked this data from NCES to the school identification numbers of high schools attended by Add Health students.

The file educen is a school-level file that includes a series of indicators measuring the labor force characteristics of the residential areas within school districts of Add Health high schools. These gender-specific variables use proportions to categorize the employed civilian labor force (aged 16 or over) into specific occupational categories. Additionally, an indicator for the size of the total population within district boundaries is included. A list of variables with brief descriptions follows. Note that not all categories are mutually exclusive; some are subsets of others.

### ***B. Description of Indicators***

<b>ERILSAID</b>	The school ID of the last high school that a student attended. For many students, this is an Add Health school.
<b>ECN203</b>	Proportion of the male labor force in management, professional, or related occupations.
<b>ECN204</b>	Proportion of the male labor force in management, business, or financial operations occupations.
<b>ECN205</b>	Proportion of the male labor force in management occupations, excluding farmers and farm managers.
<b>ECN210</b>	Proportion of the male labor force in professional or related occupations.
<b>ECN211</b>	Proportion of the male labor force in computer or mathematical occupations.
<b>ECN212</b>	Proportion of the male labor force in architecture or engineering occupations.
<b>ECN213</b>	Proportion of the male labor force who were architects, surveyors, cartographers, or engineers.
<b>ECN214</b>	Proportion of the male labor force who were drafters, or engineering or mapping technicians.
<b>ECN215</b>	Proportion of the male labor force in life, physical, or social science occupations.
<b>ECN217</b>	Proportion of the male labor force in legal occupations.
<b>ECN218</b>	Proportion of the male labor force in education, training, or library occupations.

<b>ECN220</b>	Proportion of the male labor force who were healthcare practitioners or in related technical occupations.
<b>ECN221</b>	Proportion of the male labor force who were in health-diagnosing or -treating technical occupations.
<b>ECN222</b>	Proportion of the male labor force who were health technologists or technicians.
<b>ECN250</b>	Proportion of the female labor force in management, professional, or related occupations.
<b>ECN251</b>	Proportion of the female labor force in management, business, or financial operations occupations.
<b>ECN252</b>	Proportion of the female labor force in management occupations, excluding farmers and farm managers.
<b>ECN257</b>	Proportion of the female labor force in professional or related occupations.
<b>ECN258</b>	Proportion of the female labor force in computer or mathematical occupations.
<b>ECN259</b>	Proportion of the female labor force in architecture or engineering occupations.
<b>ECN260</b>	Proportion of the female labor force who were architects, surveyors, cartographers, or engineers.
<b>ECN261</b>	Proportion of the female labor force who were drafters, or engineering or mapping technicians.
<b>ECN262</b>	Proportion of the female labor force in life, physical, or social science occupations.
<b>ECN264</b>	Proportion of the female labor force in legal occupations.
<b>ECN265</b>	Proportion of the female labor force in education, training, or library occupations.
<b>ECN267</b>	Proportion of the female labor force who were healthcare practitioners or in related technical occupations.
<b>ECN268</b>	Proportion of the female labor force who were in health-diagnosing or -treating technical occupations.
<b>ECN269</b>	Proportion of the female labor force who were health technologists or technicians.



**ECN2POP** This variable indicates the size of the total population within the boundaries of the school district. Listed below are the values that represent different intervals of population size for this variable.

- 1 = 0-1000
- 2 = 1001-10,000
- 3 = 10,001-50,000
- 4 = 50,001-100,000
- 5 = 100,001-500,000
- 6 = more than 500,000

## V. NAMING CONVENTIONS

### A. *Variable Names and Labels*

Contextual variables were labeled according to a standard format:

1. Each variable consists of up to but not exceeding eight upper-case characters.
2. The initial character of all variables is **E**, serving as a reference to the educational component of Add Heath (AHAA).
3. The second character of all variables, the letter **C**, stands for ‘context’ and associates each of these variables with the Contextual Component of the broader Add Health/AHAA data set.
4. The third character is used as a survey or data set indicator. The third character for all indicators developed from the CCD surveys is **C**, while **P** denotes indicators constructed from the PSS and **N** represents indicators from the Census.
5. For the CCD and PSS indicators, the next five characters within Contextual variable names describe more specifically what each variable measures.
6. While the variable names consist of eight or fewer characters, the labels assigned to each variable can contain up to 40 characters including spaces.

### B. *Data File Names*

The first three characters of all Contextual Component data files are edu, serving as a reference to the education component of Add Health (AHAA).

## VI. MISSING CODES

- A. 9992: Indicates a 'legitimate skip' – for example, it would be applied for a non-religious school under the PSS variable regarding a school's religious affiliation.
- B. 9993 (*and 99993, 9999993, and 99999993*): Item is missing for a school on the source data file – for example, information about a particular survey question is not available for a given school, but information for other items on the survey is available for the school in that year.
- C. 9994: Some data available for the school, with the exclusion of the number of students.
- D. 9995 (*and 99995, 9999995, and 99999995*): Carries different meanings between the PSS and CCD files:
  - 1. In the CCD data set, missing code 9995 is assigned when CCD survey data was not attached to a school in a given year, but was attached to the school in at least one of the other survey years.
  - 2. In the PSS data set, missing code 9995 is applied to schools that were matched to the PSS, although without having data available for them.

## VII. DATA FILE INVENTORY

- A. educcd — contain indicators constructed on the basis of CCD survey data. Only public AHAA schools are included in this data file.
- B. edupss — contains indicators constructed on the basis of the 1995-1996 PSS survey data. Only AHAA private schools are included in this data file.
- C. educen — contains indicators constructed on the basis of 2000 U.S. Census data.

## VIII. QUICK REFERENCE GUIDE

### A. *Common Core Data*

#### 1. School Representation Indicators

**ECRCCD** This indicator enables analysts to determine which schools appeared in each of the four CCD surveys (1990-1991, 1993-1994, 1994-1995, and 1999-2000). Values of four binary characters are assigned that display the full distribution of the number of years each school appeared in the CCD surveys.

**ECRDIST** Similar to **ECRCCD**, values composed of four binary characters present the range of years in which each school was matched to a district in the CCD surveys.

## **2. School Features Indicators**

**ECCSGRSP** This indicator captures information about the grade span of each AHAA public school during 1994-1995 (the year the In-School and Wave I surveys took place).

**ECCTTLEI** This binary indicator provides information about the Title I eligibility of each school in 1999-2000.

**ECCTTLIS** This binary indicator measures whether AHAA schools were considered eligible for School-Wide Title I in 1999-2000.

**ECCMAGNT** This binary variable captures information about whether each AHAA school was considered a magnet school in 1999-2000.

**ECCCHART** This binary variable captures information about whether a school was considered a charter school in 1999-2000.

**ECCPFL9(0,3,4,9)** These measures provide information about the proportion of students in each school that were eligible for the free lunch program under the National School Lunch Act per CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCURB9(0,3,4)** This indicator provides information on the location of the school relative to populous areas per CCD survey year (year (1990-1991, 1993-1994, and 1994-1995).

**ECCURB99** This indicator provides information on the location of the school relative to populous areas 1999-2000.

## **3. Total Student Population and Pupil/Teacher Ratios Indicators**

**ECCMMB9(0,3,4,9)** This indicator measures the total student membership (sum of all grades) of each school per CCD survey year.

**ECCPTR9(0,3,4,9)** This variable captures information about the student/teacher ratio (number of full-time students per full-time equivalency teachers) of each AHAA school per CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

## **4. High School Population Indicators**

**ECCNHS9(0,3,4,9)** This indicator captures information about the total number of students enrolled in high school (grades 9-12) in each participating

school in each of the four CCD survey years (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCPHS9(0,3,4,9)** This variable provides information about the proportion of students enrolled in each AHAA school that were in high school (grades 9-12) in the specified CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECC09G9(0,3,9)** This measure indicates the proportion of students enrolled in grades 9-12 in each AHAA school that were in 9<sup>th</sup> grade in the specified CCD survey year (1990-1991, 1993-1994, and 1999-2000).

**Note:** The variable for 1994-95 is named **ECCP9G94**.

**ECC10G9(0,3,4,9)** This measure indicates the proportion of students enrolled in grades 9-12 in each AHAA school that were in 10<sup>th</sup> grade in the specified CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECC11G9(0,3,4,9)** This measure indicates the proportion of students enrolled in grades 9-12 in each AHAA school that were in 11<sup>th</sup> grade in the specified CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECC12G9(0,3,4,9)** This measure indicates the proportion of students enrolled in grades 9-12 in each AHAA school that were in 12<sup>th</sup> grade in the specified CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

## **5. Racial/Ethnic Composition Indicators**

**ECCAIN9(0,3,4,9)** This indicator captures information about the proportion of students that were American Indian/Alaskan Native in each school per CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCAPI9(0,3,4,9)** This indicator captures information about the proportion of students that were Asian or Pacific Islander in each school per CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCHSP9(0,3,4,9)** This indicator captures information about the proportion of students that were Hispanic in each school per CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCBLK9(0,3,4,9)** This indicator captures information about the proportion of students that were black, non-Hispanic in each school per CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCWHT9(0,3,4,9)** This indicator captures information about the proportion of students that were white, non-Hispanic in each school per CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

## **6. District Characteristics Indicators**

**ECCDMB9(0,3,4,9)** This indicator provides information about the total number of students across all grades in the school district in which the AHAA school was located during each CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCDSC9(0, 3, 4, 9)** This indicator captures information about the total number of schools in the district in which the AHAA school was located during each CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCDTR9(0, 3, 4, 9)** This indicator captures information about the total number of teachers in the district in which the AHAA school was located during each CCD survey year (1990-1991, 1993-1994, 1994-1995, and 1999-2000).

**ECCDGRSP** This indicator captures information about the grade span of schools in the district in which the AHAA school was located during 1994-1995.

### ***B. Private School Survey Data***

#### **1. School-Features Indicators**

**ECPTYPE** This categorical variable provides information about the program emphasis of each private school included in AHAA.

**ECPRELIG** This is a binary measure indicating whether a school had a religious affiliation/orientation.

**ECPRELS** This categorical variable identifies the particular religious orientation/affiliation of each AHAA private school.

**ECPURBAN** This indicator provides information on the location of the school relative to populous areas in 1995-96.

#### **2. Total Student Population and Pupil/Teacher Ratio Indicators**

**ECPMMB95** This indicator provides information about the total number of students (student membership) in each AHAA private school in 1995-1996.

**ECPPTH95** This variable captures information about the student/teacher ratio (number of full-time students per full-time equivalent teachers) of each AHAA private school in 1995-1996.

### **3. High School Population Indicators**

**ECPNHS95** This indicator measures the number of students in grades 9-12 only in 1995-1996.

**ECP912** This variable captures information about the proportion of the student population that was in grades 9-12 in each AHAA private school in 1995-1996.

**ECPPG9** This variable indicates the ratio of the number of students in the 9<sup>th</sup> grade to the number enrolled in grades 9-12 for each AHAA private school in 1995-1996.

**ECPPG10** This variable indicates the ratio of the number of students in the 10<sup>th</sup> grade to the number enrolled in grades 9-12 for each AHAA private school in 1995-1996.

**ECPPG11** This variable indicates the ratio of the number of students in the 11<sup>th</sup> grade to the number enrolled in grades 9-12 for each AHAA private school in 1995-1996.

**ECPPG12** This variable indicates the ratio of the number of students in the 12<sup>th</sup> grade to the number enrolled in grades 9-12 for each AHAA private school in 1995-1996.

### **4. Racial/Ethnic Composition Indicators**

**ECPAIN95** This indicator provides information about the proportion of students that were American Indian/Alaskan Native in each AHAA private school in 1995-1996.

**ECPAPI95** This indicator provides information about the proportion of students that were Asian or Pacific Islander in each AHAA private school in 1995-1996.

**ECPHSP95** This indicator provides information about the proportion of students that were Hispanic in each AHAA private school in 1995-1996.

**ECPBLK95** This indicator provides information about the proportion of students that were black, non-Hispanic in each AHAA private school in 1995-1996.

**ECPWHT95** This indicator provides information about the proportion of students that were white, non-Hispanic in each AHAA private school in 1995-1996.

### *C. U.S. Census Data Indicators*

<b>ERILSAID</b>	School ID of the last high school that a student attended.
<b>ECN203</b>	Proportion of the male labor force in management, professional, or related occupations.
<b>ECN204</b>	Proportion of the male labor force in management, business, or financial operations occupations.
<b>ECN205</b>	Proportion of the male labor force in management occupations, excluding farmers and farm managers.
<b>ECN210</b>	Proportion of the male labor force in professional or related occupations.
<b>ECN211</b>	Proportion of the male labor force in computer and mathematical occupations.
<b>ECN212</b>	Proportion of the male labor force in architecture and engineering occupations.
<b>ECN213</b>	Proportion of the male labor force who are architects, surveyors, cartographers, or engineers.
<b>ECN214</b>	Proportion of the male labor force who are drafters, or engineering or mapping technicians.
<b>ECN215</b>	Proportion of the male labor force in life, physical, or social science occupations.
<b>ECN217</b>	Proportion of the male labor force in legal occupations.
<b>ECN218</b>	Proportion of the male labor force in education, training, or library occupations.
<b>ECN220</b>	Proportion of the male labor force who are healthcare practitioners or in related technical occupations.
<b>ECN221</b>	Proportion of the male labor force who are in health-diagnosing or -treating technical occupations.
<b>ECN222</b>	Proportion of the male labor force who are health technologists or technicians.
<b>ECN250</b>	Proportion of the female labor force in management, professional, or related occupations.

<b>ECN251</b>	Proportion of the female labor force in management, business, or financial operations occupations.
<b>ECN252</b>	Proportion of the female labor force in management occupations, except farmers or farm managers.
<b>ECN257</b>	Proportion of the female labor force in professional or related occupations.
<b>ECN258</b>	Proportion of the female labor force in computer or mathematical occupations.
<b>ECN259</b>	Proportion of the female labor force in architecture and engineering occupations.
<b>ECN260</b>	Proportion of the female labor force who are architects, surveyors, cartographers, or engineers.
<b>ECN261</b>	Proportion of the female labor force who are drafters, or engineering or mapping technicians.
<b>ECN262</b>	Proportion of the female labor force in life, physical, or social science occupations.
<b>ECN264</b>	Proportion of the female labor force in legal occupations.
<b>ECN265</b>	Proportion of the female labor force in education, training, or library occupations.
<b>ECN267</b>	Proportion of the female labor force who are healthcare practitioners or in related technical occupations.
<b>ECN268</b>	Proportion of the female labor force who are in health-diagnosing or -treating technical occupations.
<b>ECN269</b>	Proportion of the female labor force who are health technologists or technicians.
<b>ECN2POP</b>	This variable measures the size of the total population within school district boundaries.



## Education Data - Contextual Component - Common Core Data

**Data file name: educd**

Education - Contextual Component - Common Core Data

<b>scid</b>		Str 8	SCHOOL ID NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.1%	001	
1	0.1%	006	
1	0.1%	007	
1	0.1%	008	
1	0.1%	009	
923	98.9%	010 -9468	NOTE: Range of values omitted from display
1	0.1%	9471	
1	0.1%	9474	
1	0.1%	9615	
1	0.1%	9621	
1	0.1%	9969	

<b>eccsgrsp</b>		Num 4	Grade span of school, 1994. NOTE: Values may not correspond to SCHINFO and SCHADMIN files
Frequency	Percent	Value	Label
1	0.1%	1	1st through 12th grades
1	0.1%	2	4th through 12th grades
1	0.1%	3	5th through 8th grades
1	0.1%	4	6th through 7th grades
33	3.5%	5	6th through 8th grades
1	0.1%	6	6th through 9th grades
8	0.9%	7	6th through 12th grades
8	0.9%	8	7th through 8th grades
1	0.1%	9	7th through 9th grades

70	7.5%	10	7th through 12th grades
19	2.0%	11	8th through 12th grades
3	0.3%	12	9th through 11th grades
612	65.6%	13	9th through 12th grades
59	6.3%	14	10th through 12th grades
3	0.3%	15	11th through 12th grades
1	0.1%	16	12th grade only
4	0.4%	17	Kindergarten through 8th grade
1	0.1%	18	Kindergarten through 10th grade
17	1.8%	19	Kindergarten through 12th grades
1	0.1%	20	Pre-kindergarten through 4th grades
1	0.1%	21	Pre-kindergarten through 8th grades
1	0.1%	22	Pre-kindergarten through 11th grades
17	1.8%	23	Pre-kindergarten through 12th grades
2	0.2%	24	Ungraded
7	0.8%	9993	Item is missing on the source data file for the school
60	6.4%	9995	Observation is not available for school in specified year

<b>ecctlis</b>		Num 4	School-Wide Title I eligible, 1999
Frequency	Percent	Value	Label
68	7.3%	1	Yes
76	8.1%	2	No
605	64.8%	9992	Legitimate skip
183	19.6%	9993	Item is missing for the school on the source file
1	0.1%	9995	Data not attached for this year

<b>eccmagnt</b>		Num 4	Magnet school, 1999
Frequency	Percent	Value	Label
41	4.4%	1	Yes
546	58.5%	2	No
345	37.0%	9993	Item is missing for the school on the source file

1	0.1%	9995	Data not attached for this year
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<b>eccchart</b>		Num 4	Charter school, 1999
Frequency	Percent	Value	Label
18	1.9%	1	Yes
773	82.9%	2	No
110	11.8%	9992	Legitimate skip
31	3.3%	9993	Item is missing for the school on the source file
1	0.1%	9995	Data not attached for this year

<b>eccpf194</b>		Num 4	Proportion of free lunch eligible students, 1994
Frequency	Percent	Value	Label
61	6.5%	0	0
112	12.0%	.05	.05
101	10.8%	.1	.1
83	8.9%	.15	.15
56	6.0%	.2	.2
74	7.9%	.25	.25
40	4.3%	.3	.3
33	3.5%	.35	.35
33	3.5%	.4	.4
37	4.0%	.45	.45
18	1.9%	.5	.5
10	1.1%	.55	.55
8	0.9%	.6	.6
4	0.4%	.65	.65
5	0.5%	.7	.7
2	0.2%	.75	.75
6	0.6%	.8	.8
6	0.6%	.85	.85 to .95
184	19.7%	9993	9993

60	6.4%	9995	9995
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<b>eccurb94</b>		Num 4	NCES school location code, 1994
Frequency	Percent	Value	Label
199	21.3%	1	Large City
140	15.0%	2	Mid-size City
237	25.4%	3	Urban Fringe of Large City
73	7.8%	4	Urban Fringe of Mid-size City
10	1.1%	5	Large Town
99	10.6%	6	Small Town
115	12.3%	7	Rural
60	6.4%	9995	Data not attached for this year

<b>eccmmb94</b>		Num 4	Total students in all grades, 1994 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
6	0.6%	50	50
15	1.6%	100	100
15	1.6%	150	150
18	1.9%	200	200
14	1.5%	250	250
793	85.0%	300-3800	NOTE: Range of values omitted from display
2	0.2%	3900	3900
1	0.1%	4000	4000
1	0.1%	4050	4050
1	0.1%	4200	4200
67	7.2%	9993	Item missing on source data file

<b>eccnhs94</b>		Num 4	Number of high school students, 1994 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
9	1.0%	50	50
17	1.8%	100	100

17	1.8%	150	150
20	2.1%	200	200
17	1.8%	250	250
662	71.0%	300-3800	NOTE: Range of values omitted from display
1	0.1%	3850	3850
1	0.1%	3950	3950
1	0.1%	4050	4050
128	13.7%	9993	Item missing on source data file
60	6.4%	9995	Data not attached for this year

<b>eccphs94</b>		Num 4	Proportion students in high school, 1994
Frequency	Percent	Value	Label
9	1.0%	.45	.25 to .45
3	0.3%	.5	.5
6	0.6%	.55	.55
25	2.7%	.6	.6
26	2.8%	.65	.65
8	0.9%	.7	.7
5	0.5%	.75	.75
4	0.4%	.8	.8
16	1.7%	.85	.85
23	2.5%	.9	.9
66	7.1%	.95	.95
554	59.4%	1	1
128	13.7%	9993	9993
60	6.4%	9995	9995

<b>eccp9g94</b>		Num 4	Proportion in grade 9, 1994
Frequency	Percent	Value	Label
11	1.2%	0	0
15	1.6%	.05	.05

1	0.1%	.1	.1
1	0.1%	.15	.15
10	1.1%	.2	.2
174	18.6%	.25	.25
317	34.0%	.3	.3
148	15.9%	.35	.35
46	4.9%	.4	.4
14	1.5%	.45	.45
2	0.2%	.5	.5
3	0.3%	.55	.55
1	0.1%	.6	.6
2	0.2%	.7	.7
128	13.7%	9993	Item missing on source data file
60	6.4%	9995	Data not attached for this year

<b>eccain94</b>		Num 4	Proportion American Indian students, 1994
Frequency	Percent	Value	Label
820	87.9%	0	0
32	3.4%	.05	.05
7	0.8%	.1	.1
1	0.1%	.15	.15
1	0.1%	.35	.35
1	0.1%	.85	.85
11	1.2%	9993	Item missing on source data file
60	6.4%	9995	Data not attached for this year

<b>eccapi94</b>		Num 4	Proportion Asian or Pacific Islander students, 1994
Frequency	Percent	Value	Label
541	58.0%	0	0
196	21.0%	.05	.05
53	5.7%	.1	.1

17	1.8%	.15	.15
21	2.3%	.2	.2
6	0.6%	.25	.25
7	0.8%	.3	.3
5	0.5%	.35	.35
2	0.2%	.4	.4
4	0.4%	.45	.45
3	0.3%	.5	.5
2	0.2%	.6	.6
2	0.2%	.75	.75
1	0.1%	.8	.8
1	0.1%	.85	.85
1	0.1%	.9	.9
11	1.2%	9993	Item missing on source data file
60	6.4%	9995	Data not attached for this year

<b>ecchsp94</b>		Num 4	Proportion Hispanic students, 1994
Frequency	Percent	Value	Label
428	45.9%	0	0
145	15.5%	.05	.05
61	6.5%	.1	.1
41	4.4%	.15	.15
35	3.8%	.2	.2
27	2.9%	.25	.25
23	2.5%	.3	.3
19	2.0%	.35	.35
13	1.4%	.4	.4
10	1.1%	.45	.45
14	1.5%	.5	.5
14	1.5%	.55	.55
7	0.8%	.6	.6

5	0.5%	.65	.65
5	0.5%	.7	.7
4	0.4%	.75	.75
3	0.3%	.8	.8
3	0.3%	.85	.85
5	0.5%	.9	.9
11	1.2%	9993	Item missing on source data file
60	6.4%	9995	Data not attached for this year

<b>ecchblk94</b>		Num 4	Proportion Black students, 1994
Frequency	Percent	Value	Label
279	29.9%	0	0
149	16.0%	.05	.05
82	8.8%	.1	.1
48	5.1%	.15	.15
39	4.2%	.2	.2
42	4.5%	.25	.25
25	2.7%	.3	.3
25	2.7%	.35	.35
28	3.0%	.4	.4
17	1.8%	.45	.45
10	1.1%	.5	.5
14	1.5%	.55	.55
12	1.3%	.6	.6
14	1.5%	.65	.65
10	1.1%	.7	.7
8	0.9%	.75	.75
7	0.8%	.8	.8
9	1.0%	.85	.85
5	0.5%	.9	.9
18	1.9%	.95	.95



21	2.3%	1	1
11	1.2%	9993	Item missing on source data file
60	6.4%	9995	Data not attached for this year

<b>eccwht94</b>		Num 4	Proportion White students, 1994
Frequency	Percent	Value	Label
49	5.3%	0	0
29	3.1%	.05	.05
18	1.9%	.1	.1
15	1.6%	.15	.15
20	2.1%	.2	.2
16	1.7%	.25	.25
29	3.1%	.3	.3
28	3.0%	.35	.35
27	2.9%	.4	.4
26	2.8%	.45	.45
32	3.4%	.5	.5
38	4.1%	.55	.55
35	3.8%	.6	.6
35	3.8%	.65	.65
45	4.8%	.7	.7
39	4.2%	.75	.75
43	4.6%	.8	.8
70	7.5%	.85	.85
65	7.0%	.9	.9
116	12.4%	.95	.95
87	9.3%	1	1
11	1.2%	9993	Item missing on source data file
60	6.4%	9995	Data not attached for this year

<b>eccdsc94</b>		Num 4	Number of schools in district, 1994
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Frequency	Percent	Value	Label
1	0.1%	0	0
25	2.7%	1	1
36	3.9%	2	2
58	6.2%	3	3
48	5.1%	4	4
44	4.7%	5	5
35	3.8%	6	6
38	4.1%	7	7
33	3.5%	8	8
20	2.1%	9	9
21	2.3%	10	10
17	1.8%	11	11
10	1.1%	12	12
11	1.2%	13	13
28	3.0%	14	14
13	1.4%	15	15
17	1.8%	16	16
17	1.8%	17	17
15	1.6%	18	18
9	1.0%	19	19
19	2.0%	20	20
8	0.9%	21	21
5	0.5%	22	22
3	0.3%	23	23
3	0.3%	24	24
74	7.9%	25	25
80	8.6%	50	50
45	4.8%	75	75
185	19.8%	100	100 to 1097
15	1.6%	9995	Data not attached for this year

<b>eccdgrsp</b>		Num 4	Grade span of district, 1994. NOTE: Values may not correspond to SCHINFO and SCHADMIN files
Frequency	Percent	Value	Label
14	1.5%	10	7th through 12th grades
51	5.5%	13	9th through 12th grades
1	0.1%	14	10th through 12th grades
5	0.5%	17	Kindergarten through 8th grade
361	38.7%	19	Kindergarten through 12th grades
483	51.8%	23	Pre-kindergarten through 12th grades
1	0.1%	25	Kindergarten through 9th grades
2	0.2%	9993	Item is missing on the source data file for the school
15	1.6%	9995	Observation is not available for school in specified year

<b>ecrcdd</b>		Str 4	Number of years matched to CCD
Frequency	Percent	Value	Label
60	6.4%	0001	Matched school year 1999-2000
8	0.9%	0011	Matched school years 1994-1995, 1999-2000
37	4.0%	0111	Matched school years 1993-1994, 1994-1995, 1999-2000
1	0.1%	1110	Matched school years 1990-1991, 1993-1994, 1994-1995
827	88.6%	1111	Matched school years 1990-1991, 1993-1994, 1994-1995, 1999-2000

<b>ecrdist</b>		Str 4	Number of years matched to district
Frequency	Percent	Value	Label
15	1.6%	0001	Matched school year 1999-2000
9	1.0%	0111	Matched school years 1993-1994, 1994-1995, 1999-2000
909	97.4%	1111	Matched school years 1990-1991, 1993-1994, 1994-1995, 1999-2000

<b>eccttlei</b>		Num 2	Title I eligible, 1999
Frequency	Percent	Value	Label
188	20.2%	1	Yes
605	64.8%	2	No
139	14.9%	9993	Item is missing for the school on the source file

1	0.1%	9995	Data not attached for this year
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<b>eccpf190</b>		Num 8	Proportion of free lunch eligible students, 1990
Frequency	Percent	Value	Label
44	4.7%	0	0
61	6.5%	.05	.05
42	4.5%	.1	.1
37	4.0%	.15	.15
29	3.1%	.2	.2
23	2.5%	.25	.25
15	1.6%	.3	.3
15	1.6%	.35	.35
9	1.0%	.4	.4
1	0.1%	.45	.45
1	0.1%	.5	.5
4	0.4%	.55	.55
1	0.1%	.6	.6
1	0.1%	.65	.65
7	0.8%	.7	.7
1	0.1%	.75	.75
3	0.3%	.8	.8
1	0.1%	.95	.95
533	57.1%	9993	Item missing on source data file
105	11.3%	9995	Data not attached for this year

<b>eccpf193</b>		Num 8	Proportion of free lunch eligible students, 1993
Frequency	Percent	Value	Label
79	8.5%	0	0
111	11.9%	.05	.05
98	10.5%	.1	.1
71	7.6%	.15	.15

65	7.0%	.2	.2
64	6.9%	.25	.25
44	4.7%	.3	.3
24	2.6%	.35	.35
38	4.1%	.4	.4
27	2.9%	.45	.45
16	1.7%	.5	.5
8	0.9%	.55	.55
7	0.8%	.6	.6
9	1.0%	.65	.65
4	0.4%	.7	.7
4	0.4%	.75	.75
4	0.4%	.8	.8
2	0.2%	.85	.85
3	0.3%	.9	.9
1	0.1%	.95	.95
186	19.9%	9993	Item missing on source data file
68	7.3%	9995	Data not attached for this year

<b>eccpf199</b>		Num 8	Proportion of free lunch eligible students, 1999
Frequency	Percent	Value	Label
90	9.6%	0	0
116	12.4%	.05	.05
106	11.4%	.1	.1
96	10.3%	.15	.15
72	7.7%	.2	.2
62	6.6%	.25	.25
62	6.6%	.3	.3
40	4.3%	.35	.35
39	4.2%	.4	.4
34	3.6%	.45	.45

22	2.4%	.5	.5
20	2.1%	.55	.55
14	1.5%	.6	.6
9	1.0%	.65	.65
6	0.6%	.7	.7
7	0.8%	.75	.75
5	0.5%	.8	.8
6	0.6%	.85	.85
8	0.9%	.9	.9
2	0.2%	.95	.95
116	12.4%	9993	Item missing on source data file
1	0.1%	9995	Data not attached for this year

<b>ecurb90</b>		Num 2	NCES school location code, 1990
Frequency	Percent	Value	Label
169	18.1%	1	Large City
137	14.7%	2	Mid-size City
149	16.0%	3	Urban Fringe of Large City
94	10.1%	4	Urban Fringe of Mid-size City
24	2.6%	5	Large Town
141	15.1%	6	Small Town
114	12.2%	7	Rural
105	11.3%	9995	Data not attached for this year

<b>ecurb93</b>		Num 2	NCES school location code, 1993
Frequency	Percent	Value	Label
128	13.7%	1	Large City
163	17.5%	2	Mid-size City
159	17.0%	3	Urban Fringe of Large City
109	11.7%	4	Urban Fringe of Mid-size City
27	2.9%	5	Large Town

148	15.9%	6	Small Town
131	14.0%	7	Rural
68	7.3%	9995	Data not attached for this year

<b>eccurb99</b>		Num 2	NCES school location code, 1999
Frequency	Percent	Value	Label
207	22.2%	1	Large City
127	13.6%	2	Mid-size City
269	28.8%	3	Urban Fringe of Large City
68	7.3%	4	Urban Fringe of Mid-size City
6	0.6%	5	Large Town
89	9.5%	6	Small Town
77	8.3%	7	Rural, outside MSA
89	9.5%	8	Rural, inside MSA
1	0.1%	9995	Data not attached for this year

<b>eccmmb90</b>		Num 2	Total students in all grades, 1990 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
2	0.2%	0	0
7	0.8%	50	50
10	1.1%	100	100
16	1.7%	150	150
13	1.4%	200	200
773	82.9%	250-3500	NOTE: Range of values omitted from display
1	0.1%	3550	3550
2	0.2%	3650	3650
1	0.1%	3900	3900
2	0.2%	4000	4000
106	11.4%	9993	Item missing on source data file

<b>eccmmb93</b>		Num 2	Total students in all grades, 1993 NOTE: Smallest 5 and largest 5 values are displayed.
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Frequency	Percent	Value	Label
2	0.2%	0	0
5	0.5%	50	50
12	1.3%	100	100
15	1.6%	150	150
19	2.0%	200	200
797	85.4%	250-3900	NOTE: Range of values omitted from display
2	0.2%	3950	3950
3	0.3%	4000	4000
1	0.1%	4050	4050
1	0.1%	4350	4350
76	8.1%	9993	Item missing on source data file

<b>eccmmb99</b>		Num 2	Total students in all grades, 1999 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
7	0.8%	0	0
12	1.3%	50	50
18	1.9%	100	100
19	2.0%	150	150
17	1.8%	200	200
850	91.1%	250-4200	NOTE: Range of values omitted from display
2	0.2%	4300	4300
2	0.2%	4350	4350
1	0.1%	4400	4400
1	0.1%	4900	4900
4	0.4%	9993	Item missing on source data file

<b>eccptr90</b>		Num 8	Pupil teacher ratio, 1990 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
2	0.2%	0	0



1	0.1%	1	1
1	0.1%	4.5	4.5
1	0.1%	6	6
1	0.1%	6.5	6.5
774	83.0%	7-59	NOTE: Range of values omitted from display
1	0.1%	95	95
1	0.1%	256	256
1	0.1%	600	600
45	4.8%	9993	Item missing on source data file
105	11.3%	9995	Data not attached for this year

<b>eccptr93</b>		Num 8	Pupil teacher ratio, 1993 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.1%	0	0
1	0.1%	2.5	2.5
1	0.1%	6.5	6.5
1	0.1%	8.5	8.5
2	0.2%	9	9
834	89.4%	10-59.5	NOTE: Range of values omitted from display
1	0.1%	80	80
1	0.1%	82	82
1	0.1%	170	170
22	2.4%	9993	Item missing on source data file
68	7.3%	9995	Data not attached for this year

<b>eccptr94</b>		Num 8	Pupil teacher ratio, 1994 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.1%	.5	.5
1	0.1%	2.5	2.5
2	0.2%	6.5	6.5

4	0.4%	9	9
1	0.1%	9.5	9.5
829	88.9%	10-60	NOTE: Range of values omitted from display
1	0.1%	66.5	66.5
1	0.1%	182	182
1	0.1%	200	200
32	3.4%	9993	Item missing on source data file
60	6.4%	9995	Data not attached for this year

<b>eccptr99</b>		Num 8	Pupil teacher ratio, 1999 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.1%	0	0
1	0.1%	4	4
1	0.1%	4.5	4.5
1	0.1%	5	5
1	0.1%	5.5	5.5
878	94.1%	6.5-43.5	NOTE: Range of values omitted from display
1	0.1%	46.5	46.5
1	0.1%	71	71
1	0.1%	97.5	97.5
46	4.9%	9993	Item missing on source data file
1	0.1%	9995	Data not attached for this year

<b>eccnhs90</b>		Num 4	Number of high school students, 1990 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
52	5.6%	0	0
14	1.5%	50	50
15	1.6%	100	100
19	2.0%	150	150
18	1.9%	200	200

705	75.6%	250-3550	NOTE: Range of values omitted from display
1	0.1%	3600	3600
2	0.2%	3650	3650
1	0.1%	3850	3850
1	0.1%	4000	4000
105	11.3%	99995	Data not attached for this year

<b>eccnhs93</b>		Num 4	Number of high school students, 1993 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.1%	0	0
7	0.8%	50	50
17	1.8%	100	100
16	1.7%	150	150
22	2.4%	200	200
660	70.7%	250-3800	NOTE: Range of values omitted from display
2	0.2%	4000	4000
1	0.1%	4050	4050
1	0.1%	4100	4100
138	14.8%	99993	Item missing on source data file
68	7.3%	99995	Data not attached for this year

<b>eccnhs99</b>		Num 4	Number of high school students, 1999 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
8	0.9%	0	0
13	1.4%	50	50
23	2.5%	100	100
21	2.3%	150	150
23	2.5%	200	200
745	79.8%	250-4300	NOTE: Range of values omitted from display
2	0.2%	4350	4350

1	0.1%	4400	4400
1	0.1%	4900	4900
95	10.2%	99993	Item missing on source data file
1	0.1%	99995	Data not attached for this year

<b>eccphs90</b>		Num 8	Proportion students in high school, 1990
Frequency	Percent	Value	Label
49	5.3%	0	0
1	0.1%	.15	.15
1	0.1%	.2	.2
3	0.3%	.25	.25
7	0.8%	.3	.3
3	0.3%	.35	.35
1	0.1%	.4	.4
2	0.2%	.45	.45
3	0.3%	.5	.5
13	1.4%	.55	.55
16	1.7%	.6	.6
23	2.5%	.65	.65
12	1.3%	.7	.7
5	0.5%	.75	.75
7	0.8%	.8	.8
6	0.6%	.85	.85
33	3.5%	.9	.9
80	8.6%	.95	.95
561	60.1%	1	1
2	0.2%	9993	Item missing on source data file
105	11.3%	9995	Data not attached for this year

<b>eccphs93</b>		Num 8	Proportion students in high school, 1993
Frequency	Percent	Value	Label

1	0.1%	.2	.2
4	0.4%	.25	.25
2	0.2%	.3	.3
1	0.1%	.35	.35
1	0.1%	.4	.4
1	0.1%	.45	.45
3	0.3%	.5	.5
12	1.3%	.55	.55
21	2.3%	.6	.6
25	2.7%	.65	.65
5	0.5%	.7	.7
4	0.4%	.75	.75
4	0.4%	.8	.8
13	1.4%	.85	.85
29	3.1%	.9	.9
78	8.4%	.95	.95
523	56.1%	1	1
138	14.8%	9993	Item missing on source data file
68	7.3%	9995	Data not attached for this year

<b>eccphs99</b>		Num 8	Proportion students in high school, 1999
Frequency	Percent	Value	Label
1	0.1%	0	0
4	0.4%	.25	.25
5	0.5%	.3	.3
2	0.2%	.35	.35
2	0.2%	.4	.4
1	0.1%	.5	.5
4	0.4%	.55	.55
14	1.5%	.6	.6
23	2.5%	.65	.65

10	1.1%	.7	.7
11	1.2%	.75	.75
12	1.3%	.8	.8
8	0.9%	.85	.85
20	2.1%	.9	.9
59	6.3%	.95	.95
657	70.4%	1	1
99	10.6%	9993	Item missing on source data file
1	0.1%	9995	Data not attached for this year

<b>ecc09g90</b>		Num 8	Proportion in grade 9, 1990
Frequency	Percent	Value	Label
106	11.4%	0	0
12	1.3%	.05	.05
4	0.4%	.1	.1
8	0.9%	.15	.15
20	2.1%	.2	.2
238	25.5%	.25	.25
234	25.1%	.3	.3
95	10.2%	.35	.35
30	3.2%	.4	.4
14	1.5%	.45	.45
5	0.5%	.5	.5
1	0.1%	.55	.55
1	0.1%	.6	.6
2	0.2%	.65	.65
1	0.1%	.9	.9
6	0.6%	1	1
51	5.5%	9993	Item missing on source data file
105	11.3%	9995	Data not attached for this year

<b>ecc09g93</b>		Num 8	Proportion in grade 9, 1993
Frequency	Percent	Value	Label
9	1.0%	0	0
10	1.1%	.05	.05
2	0.2%	.1	.1
4	0.4%	.15	.15
12	1.3%	.2	.2
195	20.9%	.25	.25
306	32.8%	.3	.3
126	13.5%	.35	.35
42	4.5%	.4	.4
12	1.3%	.45	.45
4	0.4%	.5	.5
2	0.2%	.55	.55
1	0.1%	.6	.6
2	0.2%	.65	.65
138	14.8%	9993	Item missing on source data file
68	7.3%	9995	Data not attached for this year

<b>ecc09g99</b>		Num 8	Proportion in grade 9, 1999
Frequency	Percent	Value	Label
15	1.6%	0	0
15	1.6%	.05	.05
3	0.3%	.1	.1
5	0.5%	.15	.15
24	2.6%	.2	.2
244	26.2%	.25	.25
304	32.6%	.3	.3
142	15.2%	.35	.35
57	6.1%	.4	.4
13	1.4%	.45	.45

5	0.5%	.5	.5
3	0.3%	.55	.55
1	0.1%	.6	.6
1	0.1%	.8	.8
100	10.7%	9993	Item missing on source data file
1	0.1%	9995	Data not attached for this year

<b>ecc10g90</b>		Num 8	Proportion in grade 10, 1990
Frequency	Percent	Value	Label
12	1.3%	0	0
2	0.2%	.05	.05
4	0.4%	.1	.1
7	0.8%	.15	.15
27	2.9%	.2	.2
462	49.5%	.25	.25
145	15.5%	.3	.3
75	8.0%	.35	.35
26	2.8%	.4	.4
9	1.0%	.45	.45
3	0.3%	.5	.5
4	0.4%	.55	.55
1	0.1%	.6	.6
51	5.5%	9993	Item missing on source data file
105	11.3%	9995	Data not attached for this year

<b>ecc10g93</b>		Num 8	Proportion in grade 10, 1993
Frequency	Percent	Value	Label
2	0.2%	0	0
2	0.2%	.05	.05
1	0.1%	.1	.1
3	0.3%	.15	.15



48	5.1%	.2	.2
529	56.7%	.25	.25
115	12.3%	.3	.3
15	1.6%	.35	.35
10	1.1%	.4	.4
1	0.1%	.45	.45
1	0.1%	.5	.5
138	14.8%	9993	Item missing on source data file
68	7.3%	9995	Data not attached for this year

<b>ecc10g94</b>		Num 8	Proportion in grade 10, 1994
Frequency	Percent	Value	Label
2	0.2%	0	0
3	0.3%	.05	.05
2	0.2%	.1	.1
5	0.5%	.15	.15
42	4.5%	.2	.2
510	54.7%	.25	.25
150	16.1%	.3	.3
19	2.0%	.35	.35
5	0.5%	.4	.4
4	0.4%	.45	.45
2	0.2%	.5	.5
1	0.1%	.55	.55
128	13.7%	9993	Item missing on source data file
60	6.4%	9995	Data not attached for this year

<b>ecc10g99</b>		Num 8	Proportion in grade 10, 1999
Frequency	Percent	Value	Label
2	0.2%	0	0
7	0.8%	.05	.05

4	0.4%	.1	.1
4	0.4%	.15	.15
62	6.6%	.2	.2
577	61.8%	.25	.25
137	14.7%	.3	.3
27	2.9%	.35	.35
7	0.8%	.4	.4
4	0.4%	.45	.45
1	0.1%	.55	.55
100	10.7%	9993	Item missing on source data file
1	0.1%	9995	Data not attached for this year

<b>ecc11g90</b>		Num 8	Proportion in grade 11, 1990
Frequency	Percent	Value	Label
13	1.4%	0	0
1	0.1%	.1	.1
14	1.5%	.15	.15
200	21.4%	.2	.2
396	42.4%	.25	.25
77	8.3%	.3	.3
62	6.6%	.35	.35
5	0.5%	.4	.4
1	0.1%	.45	.45
4	0.4%	.5	.5
3	0.3%	.55	.55
1	0.1%	.6	.6
51	5.5%	9993	Item missing on source data file
105	11.3%	9995	Data not attached for this year

<b>ecc11g93</b>		Num 8	Proportion in grade 11, 1993
Frequency	Percent	Value	Label

2	0.2%	0	0
3	0.3%	.1	.1
18	1.9%	.15	.15
223	23.9%	.2	.2
424	45.4%	.25	.25
42	4.5%	.3	.3
11	1.2%	.35	.35
2	0.2%	.4	.4
2	0.2%	.5	.5
138	14.8%	9993	Item missing on source data file
68	7.3%	9995	Data not attached for this year

<b>ecc11g94</b>		Num 8	Proportion in grade 11, 1994
Frequency	Percent	Value	Label
2	0.2%	.05	.05
3	0.3%	.1	.1
28	3.0%	.15	.15
276	29.6%	.2	.2
384	41.2%	.25	.25
37	4.0%	.3	.3
8	0.9%	.35	.35
3	0.3%	.4	.4
1	0.1%	.45	.45
2	0.2%	.5	.5
1	0.1%	.6	.6
128	13.7%	9993	Item missing on source data file
60	6.4%	9995	Data not attached for this year

<b>ecc11g99</b>		Num 8	Proportion in grade 11, 1999
Frequency	Percent	Value	Label
1	0.1%	0	0

6	0.6%	.1	.1
30	3.2%	.15	.15
285	30.5%	.2	.2
435	46.6%	.25	.25
52	5.6%	.3	.3
14	1.5%	.35	.35
3	0.3%	.4	.4
1	0.1%	.45	.45
3	0.3%	.5	.5
1	0.1%	.8	.8
1	0.1%	.95	.95
100	10.7%	9993	Item missing on source data file
1	0.1%	9995	Data not attached for this year

<b>ecc12g90</b>		Num 8	Proportion in grade 12, 1990
Frequency	Percent	Value	Label
16	1.7%	0	0
6	0.6%	.05	.05
18	1.9%	.1	.1
67	7.2%	.15	.15
332	35.6%	.2	.2
221	23.7%	.25	.25
80	8.6%	.3	.3
23	2.5%	.35	.35
2	0.2%	.4	.4
4	0.4%	.45	.45
4	0.4%	.5	.5
1	0.1%	.55	.55
1	0.1%	.6	.6
1	0.1%	.7	.7
1	0.1%	1	1

51	5.5%	9993	Item missing on source data file
105	11.3%	9995	Data not attached for this year

<b>ecc12g93</b>		Num 8	Proportion in grade 12, 1993
Frequency	Percent	Value	Label
1	0.1%	0	0
9	1.0%	.05	.05
15	1.6%	.1	.1
100	10.7%	.15	.15
408	43.7%	.2	.2
167	17.9%	.25	.25
13	1.4%	.3	.3
4	0.4%	.35	.35
1	0.1%	.4	.4
3	0.3%	.45	.45
2	0.2%	.5	.5
2	0.2%	.6	.6
1	0.1%	.7	.7
1	0.1%	.95	.95
138	14.8%	9993	Item missing on source data file
68	7.3%	9995	Data not attached for this year

<b>ecc12g94</b>		Num 8	Proportion in grade 12, 1994
Frequency	Percent	Value	Label
9	1.0%	.05	.05
15	1.6%	.1	.1
95	10.2%	.15	.15
412	44.2%	.2	.2
189	20.3%	.25	.25
12	1.3%	.3	.3
2	0.2%	.35	.35

1	0.1%	.4	.4
2	0.2%	.45	.45
3	0.3%	.5	.5
2	0.2%	.55	.55
2	0.2%	.6	.6
1	0.1%	.9	.9
128	13.7%	9993	Item missing on source data file
60	6.4%	9995	Data not attached for this year

<b>ecc12g99</b>		Num 8	Proportion in grade 12, 1999
Frequency	Percent	Value	Label
4	0.4%	0	0
13	1.4%	.05	.05
17	1.8%	.1	.1
100	10.7%	.15	.15
417	44.7%	.2	.2
234	25.1%	.25	.25
24	2.6%	.3	.3
6	0.6%	.35	.35
5	0.5%	.4	.4
1	0.1%	.45	.45
2	0.2%	.5	.5
3	0.3%	.55	.55
3	0.3%	.6	.6
2	0.2%	.65	.65
1	0.1%	.7	.7
100	10.7%	9993	Item missing on source data file
1	0.1%	9995	Data not attached for this year

<b>eccain90</b>		Num 8	Proportion American Indian students, 1990
Frequency	Percent	Value	Label

744	79.7%	0	0
28	3.0%	.05	.05
5	0.5%	.1	.1
2	0.2%	.15	.15
1	0.1%	.4	.4
1	0.1%	.8	.8
47	5.0%	9993	Item missing on source data file
105	11.3%	9995	Data not attached for this year

<b>eccain93</b>		Num 8	Proportion American Indian students, 1993
Frequency	Percent	Value	Label
808	86.6%	0	0
38	4.1%	.05	.05
1	0.1%	.1	.1
3	0.3%	.15	.15
1	0.1%	.45	.45
1	0.1%	.5	.5
1	0.1%	.85	.85
12	1.3%	9993	Item missing on source data file
68	7.3%	9995	Data not attached for this year

<b>eccain99</b>		Num 8	Proportion American Indian students, 1999
Frequency	Percent	Value	Label
867	92.9%	0	0
31	3.3%	.05	.05
5	0.5%	.1	.1
3	0.3%	.15	.15
1	0.1%	.2	.2
1	0.1%	.45	.45
1	0.1%	.8	.8
1	0.1%	1	1

22	2.4%	9993	Item missing on source data file
1	0.1%	9995	Data not attached for this year

<b>eccapi90</b>		Num 8	Proportion Asian/Pacific Islander students, 1990
Frequency	Percent	Value	Label
515	55.2%	0	0
156	16.7%	.05	.05
40	4.3%	.1	.1
24	2.6%	.15	.15
15	1.6%	.2	.2
8	0.9%	.25	.25
4	0.4%	.3	.3
3	0.3%	.35	.35
5	0.5%	.4	.4
2	0.2%	.45	.45
1	0.1%	.5	.5
1	0.1%	.55	.55
1	0.1%	.65	.65
1	0.1%	.7	.7
2	0.2%	.75	.75
1	0.1%	.8	.8
1	0.1%	.9	.9
1	0.1%	.95	.95
47	5.0%	9993	Item missing on source data file
105	11.3%	9995	Data not attached for this year

<b>eccapi93</b>		Num 8	Proportion Asian/Pacific Islander students, 1993
Frequency	Percent	Value	Label
533	57.1%	0	0
195	20.9%	.05	.05
52	5.6%	.1	.1



20	2.1%	.15	.15
17	1.8%	.2	.2
9	1.0%	.25	.25
7	0.8%	.3	.3
3	0.3%	.35	.35
3	0.3%	.4	.4
5	0.5%	.45	.45
2	0.2%	.5	.5
1	0.1%	.6	.6
1	0.1%	.65	.65
2	0.2%	.7	.7
1	0.1%	.8	.8
2	0.2%	.9	.9
12	1.3%	9993	Item missing on source data file
68	7.3%	9995	Data not attached for this year

<b>eccapi99</b>		Num 8	Proportion Asian/Pacific Islander students, 1999
Frequency	Percent	Value	Label
564	60.5%	0	0
204	21.9%	.05	.05
55	5.9%	.1	.1
31	3.3%	.15	.15
17	1.8%	.2	.2
9	1.0%	.25	.25
6	0.6%	.3	.3
8	0.9%	.35	.35
1	0.1%	.4	.4
4	0.4%	.45	.45
2	0.2%	.5	.5
2	0.2%	.55	.55
1	0.1%	.6	.6

1	0.1%	.65	.65
2	0.2%	.75	.75
1	0.1%	.8	.8
2	0.2%	.9	.9
22	2.4%	9993	Item missing on source data file
1	0.1%	9995	Data not attached for this year

<b>ecchsp90</b>		Num 8	Proportion Hispanic students, 1990
Frequency	Percent	Value	Label
431	46.2%	0	0
101	10.8%	.05	.05
63	6.8%	.1	.1
37	4.0%	.15	.15
26	2.8%	.2	.2
24	2.6%	.25	.25
19	2.0%	.3	.3
20	2.1%	.35	.35
12	1.3%	.4	.4
10	1.1%	.45	.45
6	0.6%	.5	.5
12	1.3%	.55	.55
2	0.2%	.6	.6
1	0.1%	.65	.65
8	0.9%	.7	.7
5	0.5%	.8	.8
2	0.2%	.85	.85
2	0.2%	.9	.9
47	5.0%	9993	Item missing on source data file
105	11.3%	9995	Data not attached for this year

<b>ecchsp93</b>		Num 8	Proportion Hispanic students, 1993
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Frequency	Percent	Value	Label
438	46.9%	0	0
136	14.6%	.05	.05
53	5.7%	.1	.1
46	4.9%	.15	.15
29	3.1%	.2	.2
28	3.0%	.25	.25
19	2.0%	.3	.3
30	3.2%	.35	.35
8	0.9%	.4	.4
15	1.6%	.45	.45
8	0.9%	.5	.5
13	1.4%	.55	.55
7	0.8%	.6	.6
6	0.6%	.65	.65
2	0.2%	.7	.7
3	0.3%	.75	.75
7	0.8%	.8	.8
3	0.3%	.85	.85
2	0.2%	.9	.9
12	1.3%	9993	Item missing on source data file
68	7.3%	9995	Data not attached for this year

<b>ecchsp99</b>		Num 8	Proportion Hispanic students, 1999
Frequency	Percent	Value	Label
408	43.7%	0	0
148	15.9%	.05	.05
75	8.0%	.1	.1
50	5.4%	.15	.15
35	3.8%	.2	.2
23	2.5%	.25	.25

34	3.6%	.3	.3
20	2.1%	.35	.35
22	2.4%	.4	.4
12	1.3%	.45	.45
19	2.0%	.5	.5
14	1.5%	.55	.55
8	0.9%	.6	.6
13	1.4%	.65	.65
8	0.9%	.7	.7
3	0.3%	.75	.75
4	0.4%	.8	.8
4	0.4%	.85	.85
8	0.9%	.9	.9
2	0.2%	.95	.95
22	2.4%	9993	Item missing on source data file
1	0.1%	9995	Data not attached for this year

<b>eccblk90</b>		Num 8	Proportion Black students, 1990
Frequency	Percent	Value	Label
277	29.7%	0	0
130	13.9%	.05	.05
74	7.9%	.1	.1
48	5.1%	.15	.15
27	2.9%	.2	.2
26	2.8%	.25	.25
31	3.3%	.3	.3
24	2.6%	.35	.35
21	2.3%	.4	.4
16	1.7%	.45	.45
9	1.0%	.5	.5
10	1.1%	.55	.55

15	1.6%	.6	.6
12	1.3%	.65	.65
5	0.5%	.7	.7
5	0.5%	.75	.75
5	0.5%	.8	.8
9	1.0%	.85	.85
8	0.9%	.9	.9
9	1.0%	.95	.95
20	2.1%	1	1
47	5.0%	9993	Item missing on source data file
105	11.3%	9995	Data not attached for this year

<b>eccblk93</b>		Num 8	Proportion Black students, 1993
Frequency	Percent	Value	Label
273	29.3%	0	0
153	16.4%	.05	.05
80	8.6%	.1	.1
50	5.4%	.15	.15
37	4.0%	.2	.2
39	4.2%	.25	.25
26	2.8%	.3	.3
24	2.6%	.35	.35
25	2.7%	.4	.4
17	1.8%	.45	.45
17	1.8%	.5	.5
13	1.4%	.55	.55
16	1.7%	.6	.6
11	1.2%	.65	.65
6	0.6%	.7	.7
6	0.6%	.75	.75
9	1.0%	.8	.8

8	0.9%	.85	.85
6	0.6%	.9	.9
18	1.9%	.95	.95
19	2.0%	1	1
12	1.3%	9993	Item missing on source data file
68	7.3%	9995	Data not attached for this year

<b>eccbk99</b>		Num 8	Proportion Black students, 1999
Frequency	Percent	Value	Label
288	30.9%	0	0
162	17.4%	.05	.05
74	7.9%	.1	.1
53	5.7%	.15	.15
47	5.0%	.2	.2
44	4.7%	.25	.25
28	3.0%	.3	.3
30	3.2%	.35	.35
27	2.9%	.4	.4
20	2.1%	.45	.45
9	1.0%	.5	.5
12	1.3%	.55	.55
14	1.5%	.6	.6
13	1.4%	.65	.65
7	0.8%	.7	.7
11	1.2%	.75	.75
8	0.9%	.8	.8
9	1.0%	.85	.85
15	1.6%	.9	.9
10	1.1%	.95	.95
29	3.1%	1	1
22	2.4%	9993	Item missing on source data file

1	0.1%	9995	Data not attached for this year
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<b>eccwht90</b>		Num 8	Proportion White students, 1990
Frequency	Percent	Value	Label
35	3.8%	0	0
24	2.6%	.05	.05
16	1.7%	.1	.1
10	1.1%	.15	.15
18	1.9%	.2	.2
14	1.5%	.25	.25
17	1.8%	.3	.3
20	2.1%	.35	.35
25	2.7%	.4	.4
26	2.8%	.45	.45
28	3.0%	.5	.5
28	3.0%	.55	.55
38	4.1%	.6	.6
35	3.8%	.65	.65
46	4.9%	.7	.7
42	4.5%	.75	.75
26	2.8%	.8	.8
60	6.4%	.85	.85
74	7.9%	.9	.9
101	10.8%	.95	.95
98	10.5%	1	1
47	5.0%	9993	Item missing on source data file
105	11.3%	9995	Data not attached for this year

<b>eccwht93</b>		Num 8	Proportion White students, 1993
Frequency	Percent	Value	Label
42	4.5%	0	0

32	3.4%	.05	.05
18	1.9%	.1	.1
17	1.8%	.15	.15
18	1.9%	.2	.2
14	1.5%	.25	.25
21	2.3%	.3	.3
29	3.1%	.35	.35
34	3.6%	.4	.4
25	2.7%	.45	.45
32	3.4%	.5	.5
35	3.8%	.55	.55
38	4.1%	.6	.6
35	3.8%	.65	.65
46	4.9%	.7	.7
42	4.5%	.75	.75
38	4.1%	.8	.8
64	6.9%	.85	.85
76	8.1%	.9	.9
112	12.0%	.95	.95
85	9.1%	1	1
12	1.3%	9993	Item missing on source data file
68	7.3%	9995	Data not attached for this year

<b>eccwht99</b>		Num 8	Proportion White students, 1999
Frequency	Percent	Value	Label
65	7.0%	0	0
41	4.4%	.05	.05
20	2.1%	.1	.1
22	2.4%	.15	.15
21	2.3%	.2	.2
26	2.8%	.25	.25



33	3.5%	.3	.3
19	2.0%	.35	.35
31	3.3%	.4	.4
35	3.8%	.45	.45
26	2.8%	.5	.5
34	3.6%	.55	.55
38	4.1%	.6	.6
44	4.7%	.65	.65
39	4.2%	.7	.7
52	5.6%	.75	.75
47	5.0%	.8	.8
64	6.9%	.85	.85
72	7.7%	.9	.9
99	10.6%	.95	.95
82	8.8%	1	1
22	2.4%	9993	Item missing on source data file
1	0.1%	9995	Data not attached for this year

<b>eccdmb90</b>		Num 4	Number of students in district, 1990 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
2	0.2%	0	0
1	0.1%	100	100
3	0.3%	150	150
1	0.1%	200	200
6	0.6%	250	250
770	82.5%	300-83000	NOTE: Range of values omitted from display
4	0.4%	87000	87000
6	0.6%	91000	91000
1	0.1%	93000	93000
115	12.3%	100000	Greater than or equal to 100000
24	2.6%	99999995	Data not attached for this year

<b>eccdmb93</b>		Num 4	Number of students in district, 1993 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
3	0.3%	0	0
1	0.1%	100	100
3	0.3%	200	200
3	0.3%	250	250
5	0.5%	300	300
777	83.3%	350-86000	NOTE: Range of values omitted from display
6	0.6%	94000	94000
1	0.1%	95000	95000
4	0.4%	96000	96000
115	12.3%	100000	Greater than or equal to 100000
15	1.6%	99999995	Data not attached for this year

<b>eccdmb94</b>		Num 4	Number of students in district, 1994 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
2	0.2%	0	0
1	0.1%	100	100
1	0.1%	150	150
1	0.1%	200	200
3	0.3%	250	250
784	84.0%	300-86000	NOTE: Range of values omitted from display
6	0.6%	93000	93000
1	0.1%	98000	98000
4	0.4%	99000	99000
115	12.3%	100000	Greater than or equal to 100000
15	1.6%	99999995	Data not attached for this year

<b>eccdmb99</b>		Num 4	Number of students in district, 1999 NOTE: Smallest 5 and largest 5 values are displayed.
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Frequency	Percent	Value	Label
4	0.4%	0	0
1	0.1%	50	50
1	0.1%	100	100
1	0.1%	150	150
2	0.2%	200	200
789	84.6%	250-91000	NOTE: Range of values omitted from display
2	0.2%	94000	94000
3	0.3%	95000	95000
6	0.6%	97000	97000
123	13.2%	100000	Greater than or equal to 100000
1	0.1%	99999993	Item missing on source data file

<b>eccdsc90</b>		Num 2	Number of schools in district, 1990
Frequency	Percent	Value	Label
1	0.1%	0	0
19	2.0%	1	1
43	4.6%	2	2
52	5.6%	3	3
48	5.1%	4	4
44	4.7%	5	5
39	4.2%	6	6
35	3.8%	7	7
34	3.6%	8	8
23	2.5%	9	9
11	1.2%	10	10
16	1.7%	11	11
16	1.7%	12	12
16	1.7%	13	13
24	2.6%	14	14
14	1.5%	15	15

20	2.1%	16	16
27	2.9%	17	17
7	0.8%	18	18
9	1.0%	19	19
20	2.1%	20	20
2	0.2%	21	21
3	0.3%	22	22
4	0.4%	23	23
5	0.5%	24	24
63	6.8%	25	25
85	9.1%	50	50
46	4.9%	75	75
183	19.6%	100	Greater than or equal to 100
24	2.6%	9995	Data not attached for this year

<b>eccdsc93</b>		Num 2	Number of schools in district, 1993
Frequency	Percent	Value	Label
2	0.2%	0	0
23	2.5%	1	1
39	4.2%	2	2
56	6.0%	3	3
53	5.7%	4	4
34	3.6%	5	5
40	4.3%	6	6
40	4.3%	7	7
34	3.6%	8	8
23	2.5%	9	9
13	1.4%	10	10
16	1.7%	11	11
18	1.9%	12	12
18	1.9%	13	13

16	1.7%	14	14
16	1.7%	15	15
14	1.5%	16	16
19	2.0%	17	17
15	1.6%	18	18
10	1.1%	19	19
19	2.0%	20	20
5	0.5%	21	21
6	0.6%	22	22
1	0.1%	23	23
6	0.6%	24	24
68	7.3%	25	25
75	8.0%	50	50
55	5.9%	75	75
184	19.7%	100	Greater than or equal to 100
15	1.6%	9995	Data not attached for this year

<b>eccdsc99</b>		Num 1	Number of schools in district, 1999
Frequency	Percent	Value	Label
35	3.8%	1	1
30	3.2%	2	2
55	5.9%	3	3
47	5.0%	4	4
41	4.4%	5	5
36	3.9%	6	6
37	4.0%	7	7
34	3.6%	8	8
26	2.8%	9	9
17	1.8%	10	10
8	0.9%	11	11
21	2.3%	12	12

13	1.4%	13	13
19	2.0%	14	14
17	1.8%	15	15
24	2.6%	16	16
8	0.9%	17	17
8	0.9%	18	18
18	1.9%	19	19
10	1.1%	20	20
18	1.9%	21	21
6	0.6%	22	22
9	1.0%	23	23
7	0.8%	24	24
63	6.8%	25	25
84	9.0%	50	50
46	4.9%	75	75
196	21.0%	100	Greater than or equal to 100

<b>eccdtr90</b>		Num 4	Number of teachers in district, 1990
Frequency	Percent	Value	Label
63	6.8%	0	0
54	5.8%	50	50
67	7.2%	100	100
58	6.2%	150	150
52	5.6%	200	200
28	3.0%	250	250
36	3.9%	300	300
24	2.6%	350	350
24	2.6%	400	400
26	2.8%	450	450
20	2.1%	500	500
18	1.9%	550	550

20	2.1%	600	600
12	1.3%	650	650
5	0.5%	700	700
15	1.6%	750	750
9	1.0%	800	800
13	1.4%	850	850
9	1.0%	900	900
12	1.3%	950	950
53	5.7%	1000	1000
69	7.4%	2000	2000
54	5.8%	3000	3000
35	3.8%	4000	4000
19	2.0%	5000	5000
24	2.6%	6000	6000
2	0.2%	8000	8000
18	1.9%	9000	9000
70	7.5%	10000	Greater than or equal to 10000
24	2.6%	9999995	Data not attached for this year

<b>eccdtr93</b>		Num 4	Number of teachers in district, 1993 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
2	0.2%	100	100
3	0.3%	150	150
6	0.6%	200	200
10	1.1%	250	250
3	0.3%	300	300
767	82.2%	350-80000	NOTE: Range of values omitted from display
11	1.2%	85000	85000
1	0.1%	95000	95000
70	7.5%	100000	Greater than or equal to 100000
45	4.8%	9999993	Item missing on source data file

15	1.6%	9999995	Data not attached for this year
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<b>eccdtr94</b>		Num 4	Number of teachers in district, 1994 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.1%	0	0
2	0.2%	100	100
3	0.3%	150	150
5	0.5%	200	200
4	0.4%	250	250
770	82.5%	300-75000	NOTE: Range of values omitted from display
1	0.1%	85000	85000
11	1.2%	90000	90000
78	8.4%	100000	Greater than or equal to 100000
43	4.6%	9999993	Item missing on source data file
15	1.6%	9999995	Data not attached for this year

<b>eccdtr99</b>		Num 4	Number of teachers in district, 1999
Frequency	Percent	Value	Label
16	1.7%	0	0
61	6.5%	50	50
67	7.2%	100	100
58	6.2%	150	150
46	4.9%	200	200
37	4.0%	250	250
31	3.3%	300	300
29	3.1%	350	350
20	2.1%	400	400
22	2.4%	450	450
27	2.9%	500	500
20	2.1%	550	550
10	1.1%	600	600



16	1.7%	650	650
7	0.8%	700	700
12	1.3%	750	750
2	0.2%	800	800
6	0.6%	850	850
5	0.5%	900	900
9	1.0%	950	950
72	7.7%	1000	1000
85	9.1%	2000	2000
34	3.6%	3000	3000
33	3.5%	4000	4000
15	1.6%	5000	5000
20	2.1%	6000	6000
6	0.6%	7000	7000
90	9.6%	10000	Greater than or equal to 10000
77	8.3%	9999993	Item missing on source data file

## Education Data - Contextual Component - Private School Survey

Data file name: edupss

Education - Contextual Component - Private School Survey

scid		Str 8	SCHOOL ID NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.9%	002	
1	0.9%	003	
1	0.9%	026	
1	0.9%	027	
1	0.9%	028	
103	91.2%	029 -9207	NOTE: Range of values omitted from display
1	0.9%	9219	
1	0.9%	9234	
1	0.9%	9393	
1	0.9%	9450	
1	0.9%	9594	

ecptype		Num 4	School's program emphasis
Frequency	Percent	Value	Label
90	79.6%	1	Schools with a regular elementary or secondary program
5	4.4%	3	Special program emphasis
2	1.8%	4	Special education schools
5	4.4%	7	Schools offering an alternative program
11	9.7%	9995	School matched PSS, but data unavailable

ecprelig		Num 4	School has religious orientation?
Frequency	Percent	Value	Label
77	68.1%	1	Yes
25	22.1%	2	No

11	9.7%	9995	School matched PSS, but data unavailable
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<b>ecprels</b>		Num 4	School's religious orientation specified
Frequency	Percent	Value	Label
52	46.0%	1	Roman Catholic
20	17.7%	2	Conservative Protestant
5	4.4%	3	Other Protestant
25	22.1%	9992	Legitimate skip
11	9.7%	9995	School matched PSS, but data unavailable

<b>ecpurban</b>		Num 4	Census assigned school location code
Frequency	Percent	Value	Label
40	35.4%	1	Large City
17	15.0%	2	Mid-size City
25	22.1%	3	Urban Fringe of Large City
7	6.2%	4	Urban Fringe of Mid-size City
4	3.5%	5	Large Town
7	6.2%	6	Small Town
2	1.8%	7	Rural
11	9.7%	9995	School matched PSS, but data unavailable

<b>ecpmb95</b>		Num 4	Number of students in school, 1995 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
4	3.5%	50	50
5	4.4%	100	100
2	1.8%	150	150
6	5.3%	200	200
6	5.3%	250	250
73	64.6%	300-1300	NOTE: Range of values omitted from display
3	2.7%	1350	1350
1	0.9%	1400	1400

1	0.9%	1450	1450
1	0.9%	1600	1600
11	9.7%	9995	School matched PSS, but data unavailable

<b>ecppth95</b>		Num 4	Pupil teacher ratio, 1995 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.9%	3.8	3.8
1	0.9%	5	5
1	0.9%	5.1	5.1
1	0.9%	6.5	6.5
1	0.9%	6.6	6.6
93	82.3%	7-22.3	NOTE: Range of values omitted from display
1	0.9%	22.8	22.8
1	0.9%	23.3	23.3
1	0.9%	25.8	25.8
1	0.9%	33.7	33.7
11	9.7%	9995	School matched PSS, but data unavailable

<b>ecpnhs95</b>		Num 4	Number of students in grades 9-12, 1995 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
9	8.0%	0	0
7	6.2%	50	50
9	8.0%	100	100
4	3.5%	150	150
10	8.8%	200	200
57	50.4%	250-1250	NOTE: Range of values omitted from display
1	0.9%	1300	1300
3	2.7%	1350	1350
1	0.9%	1400	1400
1	0.9%	1600	1600

11	9.7%	9995	School matched PSS, but data unavailable
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<b>ecp912</b>		Num 4	Proportion of students in grades 9-12, 1995
Frequency	Percent	Value	Label
5	4.4%	0	0
1	0.9%	.15	.15
2	1.8%	.2	.2
5	4.4%	.25	.25
9	8.0%	.3	.3
7	6.2%	.35	.35
4	3.5%	.4	.4
4	3.5%	.45	.45
1	0.9%	.5	.5
4	3.5%	.65	.65
1	0.9%	.7	.7
3	2.7%	.75	.75
3	2.7%	.9	.9
1	0.9%	.95	.95
52	46.0%	1	1
11	9.7%	9995	School matched PSS, but data unavailable

<b>ecppg9</b>		Num 4	Proportion of 9-12 students in grade 9 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
2	1.8%	.14	.14
1	0.9%	.15	.15
1	0.9%	.16	.16
1	0.9%	.17	.17
1	0.9%	.18	.18
87	77.0%	.21-.35	NOTE: Range of values omitted from display
2	1.8%	.37	.37
1	0.9%	.39	.39

1	0.9%	.44	.44
5	4.4%	9994	Number of students data unavailable
11	9.7%	9995	School matched PSS, but data unavailable

<b>ecppg10</b>		Num 4	Proportion of 9-12 students in grade 10
Frequency	Percent	Value	Label
2	1.8%	.18	.18
2	1.8%	.19	.19
1	0.9%	.2	.2
3	2.7%	.21	.21
4	3.5%	.22	.22
5	4.4%	.23	.23
4	3.5%	.24	.24
19	16.8%	.25	.25
17	15.0%	.26	.26
10	8.8%	.27	.27
11	9.7%	.28	.28
7	6.2%	.29	.29
5	4.4%	.3	.3
3	2.7%	.31	.31
2	1.8%	.33	.33
1	0.9%	.34	.34
1	0.9%	.37	.37
5	4.4%	9994	Number of students data unavailable
11	9.7%	9995	School matched PSS, but data unavailable

<b>ecppg11</b>		Num 4	Proportion of 9-12 students in grade 11 NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.9%	.13	.13
2	1.8%	.16	.16
1	0.9%	.17	.17

1	0.9%	.18	.18
1	0.9%	.19	.19
88	77.9%	.2-.31	NOTE: Range of values omitted from display
1	0.9%	.33	.33
1	0.9%	.34	.34
1	0.9%	.38	.38
5	4.4%	9994	Number of students data unavailable
11	9.7%	9995	School matched PSS, but data unavailable

<b>ecppg12</b>		Num 4	Proportion of 9-12 students in grade 12
Frequency	Percent	Value	Label
1	0.9%	.08	.08
3	2.7%	.13	.13
1	0.9%	.16	.16
3	2.7%	.17	.17
7	6.2%	.18	.18
7	6.2%	.19	.19
8	7.1%	.2	.2
16	14.2%	.21	.21
11	9.7%	.22	.22
8	7.1%	.23	.23
14	12.4%	.24	.24
7	6.2%	.25	.25
1	0.9%	.26	.26
2	1.8%	.27	.27
3	2.7%	.28	.28
2	1.8%	.3	.3
2	1.8%	.31	.31
1	0.9%	.32	.32
5	4.4%	9994	Number of students data unavailable
11	9.7%	9995	School matched PSS, but data unavailable

<b>ecpain95</b>		Num 4	Proportion American Indian students, 1995
Frequency	Percent	Value	Label
97	85.8%	0	0
5	4.4%	.05	.05
11	9.7%	9995	School matched PSS, but data unavailable

<b>ecpapi95</b>		Num 4	Proportion Asian or Pacific Islander students, 1995
Frequency	Percent	Value	Label
55	48.7%	0	0
27	23.9%	.05	.05
7	6.2%	.1	.1
4	3.5%	.15	.15
2	1.8%	.2	.2
3	2.7%	.25	.25
2	1.8%	.3	.3
1	0.9%	.55	.55
1	0.9%	.6	.6
11	9.7%	9995	School matched PSS, but data unavailable

<b>ecphsp95</b>		Num 4	Proportion Hispanic students, 1995
Frequency	Percent	Value	Label
49	43.4%	0	0
17	15.0%	.05	.05
10	8.8%	.1	.1
10	8.8%	.15	.15
3	2.7%	.2	.2
3	2.7%	.25	.25
2	1.8%	.3	.3
2	1.8%	.35	.35
1	0.9%	.4	.4
1	0.9%	.5	.5



1	0.9%	.8	.8
1	0.9%	.9	.9
2	1.8%	1	1
11	9.7%	9995	School matched PSS, but data unavailable

<b>ecpblk95</b>		Num 4	Proportion Black students, 1995
Frequency	Percent	Value	Label
37	32.7%	0	0
34	30.1%	.05	.05
10	8.8%	.1	.1
1	0.9%	.15	.15
3	2.7%	.2	.2
2	1.8%	.25	.25
4	3.5%	.3	.3
4	3.5%	.35	.35
1	0.9%	.45	.45
2	1.8%	.5	.5
1	0.9%	.7	.7
1	0.9%	.95	.95
2	1.8%	1	1
11	9.7%	9995	School matched PSS, but data unavailable

<b>ecpwh95</b>		Num 4	Proportion White students, 1995
Frequency	Percent	Value	Label
6	5.3%	0	0
2	1.8%	.05	.05
1	0.9%	.15	.15
2	1.8%	.25	.25
5	4.4%	.3	.3
2	1.8%	.35	.35
1	0.9%	.4	.4

1	0.9%	.45	.45
2	1.8%	.5	.5
2	1.8%	.55	.55
3	2.7%	.6	.6
3	2.7%	.65	.65
7	6.2%	.7	.7
7	6.2%	.75	.75
4	3.5%	.8	.8
6	5.3%	.85	.85
17	15.0%	.9	.9
18	15.9%	.95	.95
13	11.5%	1	1
11	9.7%	9995	School matched PSS, but data unavailable

## Education Data - Contextual Component - U.S. Census Data

Data file name: educen

Education - Contextual Component - U.S. Census Data

<b>erilsaid</b>		Str 5	School ID of last high school attended NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.1%	001	
1	0.1%	006	
1	0.1%	007	
1	0.1%	008	
1	0.1%	009	
899	98.9%	010 -9468	NOTE: Range of values omitted from display
1	0.1%	9471	
1	0.1%	9474	
1	0.1%	9615	
1	0.1%	9621	
1	0.1%	9969	

<b>ecn203</b>		Num 8	Proportion male in management, professional, and related occupations NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
4	0.4%	.1	
9	1.0%	.11	
3	0.3%	.12	
5	0.6%	.13	
6	0.7%	.14	
871	95.8%	.15-.65	NOTE: Range of values omitted from display
3	0.3%	.66	
4	0.4%	.68	
1	0.1%	.7	

1	0.1%	.72	
2	0.2%	.78	

<b>ecn204</b>		Num 8	Proportion male in management, business, and financial operations occupations NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
2	0.2%	.03	
5	0.6%	.04	
11	1.2%	.05	
9	1.0%	.06	
20	2.2%	.07	
857	94.3%	.08-.33	NOTE: Range of values omitted from display
1	0.1%	.34	
1	0.1%	.35	
1	0.1%	.36	
1	0.1%	.37	
1	0.1%	.39	

<b>ecn205</b>		Num 8	Proportion male in management occupations, excluding farmers and farm managers NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
2	0.2%	.01	
1	0.1%	.02	
15	1.7%	.03	
24	2.6%	.04	
48	5.3%	.05	
809	89.0%	.06-.22	NOTE: Range of values omitted from display
4	0.4%	.23	
3	0.3%	.24	
1	0.1%	.25	
1	0.1%	.26	
1	0.1%	.27	

<b>ecn210</b>		Num 8	Proportion male in professional and related occupations NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.1%	.02	
2	0.2%	.03	
2	0.2%	.04	
5	0.6%	.05	
17	1.9%	.06	
876	96.4%	.07-.44	NOTE: Range of values omitted from display
1	0.1%	.46	
1	0.1%	.47	
1	0.1%	.48	
1	0.1%	.51	
2	0.2%	.53	

<b>ecn211</b>		Num 8	Proportion male in computer and mathematical occupations
Frequency	Percent	Value	Label
85	9.4%	0	
207	22.8%	.01	
179	19.7%	.02	
152	16.7%	.03	
140	15.4%	.04	
54	5.9%	.05	
19	2.1%	.06	
21	2.3%	.07	
24	2.6%	.08	
9	1.0%	.09	
3	0.3%	.1	
1	0.1%	.11	
5	0.6%	.13	
3	0.3%	.14	
1	0.1%	.15	

3	0.3%	.16	
1	0.1%	.18	
1	0.1%	.2	
1	0.1%	.21	

<b>ecn212</b>		Num 8	Proportion male in architecture and engineering occupations
Frequency	Percent	Value	Label
11	1.2%	0	
77	8.5%	.01	
311	34.2%	.02	
199	21.9%	.03	
128	14.1%	.04	
91	10.0%	.05	
32	3.5%	.06	
17	1.9%	.07	
20	2.2%	.08	
4	0.4%	.09	
5	0.6%	.1	
5	0.6%	.11	
4	0.4%	.12	
3	0.3%	.13	
1	0.1%	.15	
1	0.1%	.17	

<b>ecn213</b>		Num 8	Proportion male architects, surveyors, cartographers, or engineers
Frequency	Percent	Value	Label
45	5.0%	0	
267	29.4%	.01	
282	31.0%	.02	
152	16.7%	.03	
79	8.7%	.04	

23	2.5%	.05	
25	2.8%	.06	
12	1.3%	.07	
9	1.0%	.08	
4	0.4%	.09	
2	0.2%	.1	
4	0.4%	.11	
2	0.2%	.12	
2	0.2%	.13	
1	0.1%	.14	

<b>ecn214</b>		Num 8	Proportion male drafters, or engineering or mapping technicians
Frequency	Percent	Value	Label
143	15.7%	0	
701	77.1%	.01	
56	6.2%	.02	
7	0.8%	.03	
2	0.2%	.04	

<b>ecn215</b>		Num 8	Proportion male in life, physical, or social science occupations
Frequency	Percent	Value	Label
208	22.9%	0	
530	58.3%	.01	
131	14.4%	.02	
24	2.6%	.03	
8	0.9%	.04	
2	0.2%	.05	
1	0.1%	.06	
2	0.2%	.07	
2	0.2%	.09	
1	0.1%	.11	

<b>ecn217</b>		Num 8	Proportion male in legal occupations
Frequency	Percent	Value	Label
303	33.3%	0	
397	43.7%	.01	
163	17.9%	.02	
31	3.4%	.03	
8	0.9%	.04	
5	0.6%	.05	
1	0.1%	.07	
1	0.1%	.12	

<b>ecn218</b>		Num 8	Proportion male in education, training, or library occupations
Frequency	Percent	Value	Label
12	1.3%	0	
100	11.0%	.01	
343	37.7%	.02	
293	32.2%	.03	
109	12.0%	.04	
23	2.5%	.05	
11	1.2%	.06	
6	0.7%	.07	
4	0.4%	.08	
2	0.2%	.09	
2	0.2%	.1	
2	0.2%	.11	
1	0.1%	.12	
1	0.1%	.15	

<b>ecn220</b>		Num 8	Proportion male healthcare practitioners or in related technical occupations
Frequency	Percent	Value	Label
20	2.2%	0	



180	19.8%	.01	
382	42.0%	.02	
229	25.2%	.03	
58	6.4%	.04	
15	1.7%	.05	
10	1.1%	.06	
4	0.4%	.07	
5	0.6%	.08	
2	0.2%	.09	
2	0.2%	.1	
1	0.1%	.11	
1	0.1%	.13	

<b>ecn221</b>		Num 8	Proportion male in health diagnosing or treating technical occupations
Frequency	Percent	Value	Label
46	5.1%	0	
374	41.1%	.01	
356	39.2%	.02	
86	9.5%	.03	
20	2.2%	.04	
11	1.2%	.05	
4	0.4%	.06	
4	0.4%	.07	
6	0.7%	.08	
1	0.1%	.11	
1	0.1%	.12	

<b>ecn222</b>		Num 8	Proportion male health technologists or technicians
Frequency	Percent	Value	Label
367	40.4%	0	
530	58.3%	.01	

10	1.1%	.02	
2	0.2%	.03	

<b>ecn250</b>		Num 8	Proportion female in management, professional, or related occupations NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.1%	.16	
1	0.1%	.18	
6	0.7%	.19	
4	0.4%	.2	
3	0.3%	.21	
883	97.1%	.22-.6	NOTE: Range of values omitted from display
1	0.1%	.61	
6	0.7%	.62	
1	0.1%	.65	
1	0.1%	.67	
2	0.2%	.73	

<b>ecn251</b>		Num 8	Proportion female in management, business, or financial operations occupations NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
4	0.4%	.04	
14	1.5%	.05	
21	2.3%	.06	
39	4.3%	.07	
84	9.2%	.08	
729	80.2%	.09-.2	NOTE: Range of values omitted from display
1	0.1%	.21	
7	0.8%	.22	
5	0.6%	.23	
1	0.1%	.24	
4	0.4%	.25	

<b>ecn252</b>		Num 8	Proportion female in management occupations, except farmers or farm managers
Frequency	Percent	Value	Label
3	0.3%	.01	
5	0.6%	.02	
29	3.2%	.03	
80	8.8%	.04	
140	15.4%	.05	
202	22.2%	.06	
199	21.9%	.07	
122	13.4%	.08	
42	4.6%	.09	
35	3.9%	.1	
23	2.5%	.11	
13	1.4%	.12	
2	0.2%	.13	
4	0.4%	.14	
4	0.4%	.15	
5	0.6%	.16	
1	0.1%	.17	

<b>ecn257</b>		Num 8	Proportion female in professional or related occupations NOTE: Smallest 5 and largest 5 values are displayed.
Frequency	Percent	Value	Label
1	0.1%	.08	
1	0.1%	.1	
3	0.3%	.11	
3	0.3%	.12	
4	0.4%	.13	
889	97.8%	.14-.4	NOTE: Range of values omitted from display
1	0.1%	.41	
3	0.3%	.42	
1	0.1%	.44	

1	0.1%	.47	
2	0.2%	.49	

<b>ecn258</b>		Num 8	Proportion female in computer or mathematical occupations
Frequency	Percent	Value	Label
173	19.0%	0	
387	42.6%	.01	
225	24.8%	.02	
79	8.7%	.03	
23	2.5%	.04	
8	0.9%	.05	
4	0.4%	.06	
4	0.4%	.07	
4	0.4%	.08	
1	0.1%	.09	
1	0.1%	.1	

<b>ecn259</b>		Num 8	Proportion female in architecture and engineering occupations
Frequency	Percent	Value	Label
447	49.2%	0	
425	46.8%	.01	
25	2.8%	.02	
10	1.1%	.03	
2	0.2%	.04	

<b>ecn260</b>		Num 8	Proportion female architects, surveyors, cartographers, or engineers
Frequency	Percent	Value	Label
709	78.0%	0	
181	19.9%	.01	
17	1.9%	.02	
2	0.2%	.03	

<b>ecn261</b>		Num 8	Proportion female drafters, or engineering or mapping technicians
Frequency	Percent	Value	Label
833	91.6%	0	
73	8.0%	.01	
3	0.3%	.02	

<b>ecn262</b>		Num 8	Proportion female in life, physical, or social science occupations
Frequency	Percent	Value	Label
374	41.1%	0	
457	50.3%	.01	
58	6.4%	.02	
10	1.1%	.03	
5	0.6%	.04	
2	0.2%	.06	
3	0.3%	.07	

<b>ecn264</b>		Num 8	Proportion female in legal occupations
Frequency	Percent	Value	Label
169	18.6%	0	
527	58.0%	.01	
188	20.7%	.02	
24	2.6%	.03	
1	0.1%	.04	

<b>ecn265</b>		Num 8	Proportion female in education, training, or library occupations
Frequency	Percent	Value	Label
3	0.3%	.02	
5	0.6%	.03	
5	0.6%	.04	
25	2.8%	.05	
95	10.5%	.06	
134	14.7%	.07	

186	20.5%	.08	
150	16.5%	.09	
115	12.7%	.1	
72	7.9%	.11	
57	6.3%	.12	
24	2.6%	.13	
17	1.9%	.14	
11	1.2%	.15	
3	0.3%	.16	
3	0.3%	.17	
1	0.1%	.18	
2	0.2%	.19	
1	0.1%	.23	

<b>ecn267</b>		Num 8	Proportion female healthcare practitioners or in related technical occupations
Frequency	Percent	Value	Label
1	0.1%	.02	
8	0.9%	.03	
36	4.0%	.04	
105	11.6%	.05	
242	26.6%	.06	
197	21.7%	.07	
126	13.9%	.08	
72	7.9%	.09	
60	6.6%	.1	
28	3.1%	.11	
14	1.5%	.12	
8	0.9%	.13	
6	0.7%	.14	
3	0.3%	.15	
1	0.1%	.17	

2	0.2%	.2	
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<b>ecn268</b>		Num 8	Proportion female in health diagnosing or treating technical occupations
Frequency	Percent	Value	Label
1	0.1%	0	
8	0.9%	.01	
39	4.3%	.02	
152	16.7%	.03	
277	30.5%	.04	
214	23.5%	.05	
112	12.3%	.06	
47	5.2%	.07	
28	3.1%	.08	
9	1.0%	.09	
16	1.8%	.1	
1	0.1%	.11	
1	0.1%	.12	
2	0.2%	.13	
2	0.2%	.14	

<b>ecn269</b>		Num 8	Proportion female health technologists or technicians
Frequency	Percent	Value	Label
5	0.6%	0	
79	8.7%	.01	
415	45.7%	.02	
289	31.8%	.03	
81	8.9%	.04	
30	3.3%	.05	
7	0.8%	.06	
3	0.3%	.07	

<b>ecn2pop</b>		Num 4	Total population size within school district
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Frequency	Percent	Value	Label
2	0.2%	1	0 to 1,000
106	11.7%	2	1,001 to 10,000
265	29.2%	3	10,001 to 50,000
119	13.1%	4	50,001 to 100,000
271	29.8%	5	100,001 to 500,000
146	16.1%	6	more than 500,000