# 6. DATA PREPARATION

As described in chapter 5, two types of data collection instruments were used for the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) data collection in the spring-fifth-grade: computer-assisted interviews (CAI) and self-administered paper forms (hard copy). The data preparation approach differed with the mode of data collection. The direct child assessments and parent interview were conducted using CAI techniques. Editing specifications were built into the computer programs used by assessors or interviewers to collect these data. The teacher and school administrator forms were self-administered. When the field supervisors returned these forms, coders recorded the receipt of these forms into a project-specific forms tracking system. Coders reviewed the questionnaires to ensure readability of data for transfer into an electronic format. Upcoding was conducted after the data were keyed. Once they finished this review, the coders sent the instruments to data entry to be manually transferred to an electronic format and reviewed for range and logic consistency. The following sections describe the data preparation activities for both modes of data collection in more detail.

## 6.1 Coding and Editing Specifications for Computer-Assisted Interviews (CAI)

The very nature of designing a computer-assisted interview forces decisions about edit specifications to be made up front. Both acceptable ranges and logic consistency checks were preprogrammed into the electronic questionnaire. The next few sections describe the coding and editing of the data collected using CAI. Though the child assessments and the parent interviews were both collected using CAI, the child assessments did not contain some of the additional range and edit checks contained in the parent interview. The following sections describe the coding and editing that were conducted on the CAI parent interview.

### 6.1.1 Range Specifications

Within the CAI parent interview instruments, respondent answers were subjected to both "hard" and "soft" range edits during the interviewing process. (The child assessment did not have such hard and soft ranges.) A "soft range" is one that represents the reasonable expected range of values but does not include all possible values. Responses outside the soft range were confirmed with the respondent

and entered a second time. For example, the number of hours each week a child attended a day care center on a regular basis had a soft range of 1 to 50. A value outside this range could be entered and confirmed as correct by the assessor or interviewer as long as it was within the hard range of values (1 to 70).

"Hard ranges" are those that have a finite set of parameters for the values that can be entered into the computer, for example, "0-5 times" for the number of times the child, in the previous 5 days, ate a breakfast that was not school provided. Out-of-range values for closed-ended questions were not accepted. If the respondent insisted that a response outside the hard range was correct, the assessor or interviewer could enter the information in a comments data file. Data preparation and project staff reviewed these comments. Out-of-range values were accepted and entered into the data file if the comments supported the response.

### 6.1.2 Consistency Checks (Logical Edits)

Consistency checks, or logical edits, examine the relationship between and among responses to ensure that they do not conflict with one another or that the response to one item does not make the response to another item unlikely. For example, in the household roster, one could not be recorded as both a sister and male. When a logical error such as this occurred during a session, a message appeared requesting verification of the last response and a resolution of the discrepancy. In some instances, if the verified response still resulted in a logical error, the assessor or interviewer recorded the problem either in a comment or on a problem report. Consistency checks were not applicable to the child assessments.

### 6.1.3 Coding

Additional coding was required for some of the items collected in the CAI instruments. These items included "Other, specify" text responses, occupation, and race/ethnicity. Assessors or interviewers keyed verbatim responses to these items. Once the data were keyed, staff were trained to code these data using coding manuals designed by Westat and the National Center for Education Statistics (NCES) to support the coding process. In this section, we describe the coding activities for the CAI instruments.

**Review of "Other, specify" items.** The "Other, specify" open-ended parent interview responses were reviewed to determine if they should be coded into one of the existing response categories. During data collection, when a respondent selected an "other" response in the parent interview, the assessor or interviewer entered the text into a "specify" overlay that appeared on the screen. The data preparation staff reviewed these text "specify" responses and, where appropriate, coded them into one of the existing response categories. There were no "Other, specify" items in the child assessments.

**Parent occupation coding.** As in the kindergarten, first-grade, and third-grade data collections, occupations were coded using the Manual for Coding Industries and Occupations (NCES 2000-077). This coding manual was created for the Adult Education Survey of the National Household Education Surveys Program (AE-NHES)(1999) and used an aggregated version of industry and occupation codes. The industry and occupation codes used by NHES were originally developed for the 1989–90 National Postsecondary Student Aid Study (NPSAS)(1990) and contained one to four digits. Analysis of the NPSAS categories revealed that some categories had very small numbers of cases and some categories that are similar had similar participation rates, suggesting that the separate codes could be collapsed without significant loss of information. The NHES industry and occupation code categories use a two-digit code, the highest level of aggregation, to have sufficient numbers of cases to support analysis without collapsing categories. There are 13 industry codes and 22 occupation codes in the NHES coding scheme. If an industry or occupation could not be coded using this manual, the *Index of Industries and Occupations*—1980 (U.S. Department of Commerce 1982) and *Standard Occupational Classification Manual—1980* (U.S. Department of Commerce 1980) were used. Both of these manuals use an expanded coding system and, at the same time, are directly related to the much more condensed NHES coding scheme. These manuals were used as references in cases where the NHES coding scheme did not adequately cover a particular situation. (See chapter 7, section 7.5.7 for an expanded description of the industry and occupation codes.)

Occupation coding began with an autocoding procedure using a computer string match program developed for the NHES. The program searched the responses for strings of text for each record/case and assigned an appropriate code. A little over a third of the cases were autocoded (37.8 percent).

Cases that could not be coded using the autocoding system were coded manually using a customized coding utility program designed for coding occupations. The customized coding utility

program brought up each case for coders to assign the most appropriate codes. In addition to the text strings, other information, such as main duties, highest level of education, and name of the employer, was available for the coders. The coders used this information to ensure that the occupation code assigned to each case was appropriate. Over half the cases (62.2 percent) were manually coded.

The cases were then verified. Verification of coding is an important tool for ensuring quality control and extending coder training. As a verification step, two coders independently assigned codes (i.e., a double-blind coding process) to industry and occupation cases. A coding supervisor arbitrated disagreements between the initial code and the verification code. The arbitration by the supervisor served to further train coders by presenting concrete examples of appropriate coding. Initially 100 percent of each coder's work was reviewed. Once the coder's error rate had dropped to 1 percent or less, 10 percent of the coder's work was reviewed. Of the cases that were autocoded, 8.9 percent required adjudication because the verifier disagreed with the autocoding. Of the cases that were manually coded, 21.2 percent required adjudication because the manual coder and the verifier disagreed.

**Race/ethnicity coding.** The same coding rules used in the kindergarten year were used to code all race/ethnicity variables for children, resident parents, and nonresident parents. (See chapter 7, section 7.5.1 for details on how the race variables were coded and how the race/ethnicity composite was created.)

**Partially complete parent interviews.** A "completed" parent instrument was defined by whether the section on family structure (FSQ) was completed by the respondent. Only completed **interviews** were retained in the final data file. A small number of interviews in fifth grade (83, less than 1 percent) terminated the parent interview after the FSQ section but before the end of the instrument. These interviews were considered as "partially complete" cases and were included in the data file. All instrument items after the interview termination point were set to -9 for "not ascertained."

**Household roster in the parent interview**. Several tests were run on the household roster to identify missing or inaccurate information. These tests are the same tests run on the first-grade and third-grade files. One flag was used to identify cases that were edited for any of the reasons described below. The flag is P6EDIT; the flag was set to 1 if the case was edited in the given wave. There were 446 cases requiring edits in fifth grade.

There were essentially three general types of roster tests performed to determine which cases required editing. First, the relationship of an individual to the focal child was compared to the individual's listed age and sex. Problems found were corrected on the basis of data from prior data collections wherever possible. Second, households with more than one mother or more than one father were scrutinized for errors. While it is possible to have more than one mother in a household—for example, a household could contain one biological and one foster mother of the focal child—such cases warranted closer inspection. Corrections were made whenever clear errors and a clear resolution existed. Lastly, the relationship of an individual to both the focal child and the reference person was examined, as there were cases in which the relationship of an individual to the focal child conflicted with his or her status as the spouse/partner of the reference person. For example, in a household containing a child's grandparents but not his or her parents, the grandmother may be designated the "mother" figure, and the grandfather thus becomes the "father" (for the purposes of some questions in the interview) by virtue of his marriage to the grandmother. These cases were examined but left unchanged. Both the original—and correct (grandfather)—relationship data and the new "parent-figure" designation (father) that had been constructed were kept. In the fifth-grade data, there are 76 cases with these types of errors after the roster tests were run; the cases can be identified by the flag "P6ERRFLG."

**Teacher responses to key child items.** Teachers of sampled children were asked to respond to child-level questionnaires for the reading, mathematics, and science domains. In many cases, teachers had more than one sampled child in a class. The items in the child-level questionnaire that collected information about classroom characteristics were redundant under these circumstances. The key child approach was designed to minimize the burden on the teachers by designating one questionnaire in which the classroom characteristics items were to be completed. See section 5.3.2 for a description of the key child design and procedures.

Once the child-level questionnaires were keyed and loaded into the editing system, a review was conducted to identify cases in which teachers reported classroom characteristics on a different questionnaire than the one designated as the key child instrument for the given class. This process involved three steps: the review of missing data for classroom characteristics items within each domain (reading, mathematics, and science) for key child records, a detailed review of all data records in classes with multiple children and missing values for selected classroom characteristics items, and the updating of appropriate records.

In the first step, data records for key children in all classrooms with more than one sampled child were selected. Frequency distributions of the classroom items were examined for the level of missing data within each domain. All classroom characteristics items were included in this review. The results of this initial review indicated that missingness was largely confined to the items concerning the race and sex composition of the classroom.

In the second step, all returned instruments were selected for classrooms with multiple children that had missing data for the race and sex composition items. These cases were reviewed to ascertain whether the teacher had mistakenly reported the classroom characteristics items on a questionnaire other than that designated for the key child.

In the third step, update specifications were prepared, directing data preparation staff to apply the classroom characteristics data to the key child record for the classroom. Updates were made to 10 reading records, 5 mathematics records, and 3 science records as a result of this review.

A review was also conducted to identify classrooms with multiple sampled children for which no key child instrument was returned. There were 5 such cases for reading, 7 such cases for mathematics, and 3 such cases for science. Another child for whom an instrument was returned was designated as the key child in these classrooms.

## 6.2 Coding and Editing Specifications for Hard-Copy Questionnaires

### 6.2.1 Receipt Control

In order to monitor the more than 40,000 documents that were to be received in the fifth-grade year, the project-specific receipt and document control system developed in the kindergarten year was used, with some modifications. The receipt and document control system was initially loaded with the identifying information, such as identification numbers for schools, teachers, and children; the links between teachers and children; and the questionnaires that were expected from each school and teacher for each cooperating school in the sample. As data were collected in the field, field supervisors completed transmittal forms for each school to indicate which questionnaires were being mailed to the home office.

Once data collection started, receipt control clerks reviewed the questionnaires returned from the field for accuracy and completeness. The identification number on each form was matched against the identification numbers in the tracking system to verify that the appropriate number of forms for each school was returned. When the clerks verified that the correct questionnaires were returned, they were logged into the receipt and document control system. Once forms were logged in, if they had any data (some forms had no data due to refusal by the respondent to complete them), they were then coded. The data were then keyed into electronic format and edited.

The following sections describe the coding, data entry, and editing processes for hard-copy questionnaires.

### 6.2.2 Coding

The hard-copy questionnaires required coding of race/ethnicity for teachers, review of "Other, specify" text responses, and a quick visual review of particular questions in each questionnaire. The quick visual review was to ensure that the questionnaire values were accurate, complete, and consistent across variables and that the numbers were converted to the appropriate unit of measurement prior to converting data to an electronic format. The coding staff were trained on the coding procedures and had coding manuals to support the coding process. This staff also edited the data after data entry was complete. Senior coders verified coding. The verification rate was set at 100 percent for each coder until an error rate of less than 1 percent was established. After that point, work was reviewed at a rate of 10 percent.

**Review of "Other, specify" items.** The "Other, specify" text responses were reviewed by the data editing staff and, where appropriate, upcoded into one of the existing response categories. The small number of text responses that remained after upcoding did not fit into any preexisting category.

**Coding teacher/race ethnicity.** "Other, specify" text responses for race/ethnicity in the teacher questionnaire part B were coded using the kindergarten, first-grade and third-grade procedures. Many of these "others" included more than one response (e.g., African American/Asian or American Indian/White). The open responses were coded into one or more of the following seven categories: one Hispanic category; White, non-Hispanic; Black or African American, non-Hispanic; American Indian or

Alaska Native; Asian; Native Hawaiian or other Pacific Islander; and one unspecified multirace-ethnicity category.

**Coding teacher language.** "Other, specify" text responses for language in the teacher questionnaire part A were coded using the kindergarten, first-grade, and third-grade procedures. Languages beyond the options provided were recorded in "Other, specify." Groups of languages were created based on geographic boundaries. Additional languages included African language; Eastern European language; Native American language; sign language; Middle Eastern language; Western European language; Indian subcontinent language; Southeast Asian language; Pacific Islander language; and other language.

### 6.2.3 Data Entry

Westat data entry staff keyed the forms in each batch. The data were rekeyed by more senior data entry operators at a rate of 100 percent to verify the data entry. The results of the two data entry passes were compared and differences identified. The hard-copy form was pulled and examined to determine what corrections had to be made to the keyed data. These corrections were rekeyed, resulting in an accuracy rate exceeding 99 percent. The verified batches were then transmitted electronically to Westat's computer system for data editing.

### 6.2.4 Data Editing

The data editing process consisted of running range edits for soft and hard ranges, running consistency edits, and reviewing frequencies of the results.

**Range specifications.** Hard-copy range specifications set the parameters for high and low acceptable values for a question. Where values were printed on the forms, these were used as the range parameters. For open-ended questions, such as, "Counting this school year, how many years have you taught in your *current school* including part-time teaching?," high and low ranges were established as acceptable values. Data frequencies were run on the range of values to identify any errors. Values outside the range were identified as errors and were printed on hard copy for a data editor to review. Cases identified with range errors were identified, and the original response was updated. In some cases, range

violations were retained in the data because the value was checked and found to be the value reported by the teacher or school. These were marked as "keep as is" cases. Data frequencies were then rerun and reviewed. This iterative process was repeated until no further range errors were found.

**Consistency checks (logical edits)**. By programming logical edits between variables, consistency between variables not involved in a skip pattern was confirmed. For example, in the school administrator questionnaire, the number of children eligible for free breakfast could not exceed the total number of children enrolled in the school. These logical edits were run on the whole database after all data entry and range edits were complete. The logical edits were run separately for each form. All batches of data were combined into one large data file, and data frequencies were produced. The frequencies were reviewed to ensure the data remained logically consistent within the form. When an inconsistency was found, the case was identified and the inconsistency was printed on paper for an editor to review. The original value was corrected (or checked and marked "keep as is") and the case was then rerun through the consistency edits. Once the case passed the consistency edits, it was appended back into the main data set. The frequencies were then rerun and reviewed. This was an iterative process; it was repeated until no further inconsistencies were found.

**Frequency and cross-tabulation review**. Frequencies and cross-tabulations were run to determine consistency and accuracy across the various forms and matched against the data in the field management system. If discrepancies could not be explained, no changes were made to the data. For example, in teacher questionnaire part A, an item asking about languages other than English spoken in the classroom included a response option of "No language other than English." If a respondent circled that response, but also answered (in subsequent items) that other languages besides English were spoken in the classroom, then the response was left as recorded by the respondent because the discrepancy could not be resolved.

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# 7. DATA FILE CONTENT AND COMPOSITE VARIABLES

This chapter describes the content of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Fifth-Grade Data File and focuses largely on the composite variables that have been created. The fifth-grade data file can be used for longitudinal analysis in combination with the files from the base year (kindergarten year), first grade, and third grade; see chapter 9 for details about longitudinal analyses. For reference, the Base-Year, First-, and Third-Grade User's Manuals are included in appendix C of the fifth-grade electronic codebook (ECB).

There is one child-level fifth-grade data file or catalog, as noted in chapter 1. Each child record contains data from the various respondents associated with the child (the child herself/himself, a parent, one or more teachers, and a school administrator), as well as from the facilities checklist, school records, and the Field Management System (FMS).

The fifth-grade child catalog contains one record for each of the 11,820 participating students in spring-fifth grade. Included in the file are cases with either a child assessment, a parent interview, or both. Fifth-grade school- and teacher-level data, including composites, are also stored in the child catalog. The file, named child5p.dat for the public use data file and child5r.dat for the restricted-use data file, is stored in the root directory of the CD-ROM as an ASCII file. However, it is strongly recommended that users access the data using the ECB software available on the CD-ROM rather than access the ASCII file directly. Appendix B on the CD-ROM contains the record layout for the child catalog.

This chapter is divided into seven sections. Sections 7.1 through 7.4 focus on the conventions used in the study and describe identification variables, the structure of the teacher variables, missing values, and variable names. Section 7.5 provides details about the creation of composite variables on the fifth-grade data file. Section 7.6 focuses on the methodological variables. Section 7.7 discusses variables used to identify children who changed schools. Section 7.8 contains a table of the composite variables. Finally, section 7.9 describes masked variables.

## 7.1 Identification Variables

The fifth-grade data file contains a child identification (ID) variable (CHILDID) that uniquely identifies each record. Teachers on the child records are identified with the ID variables J61T_ID (reading teacher ID) and J62T_ID (mathematics or science teacher ID). The structure of the teacher data is different in spring-fifth grade than in previous rounds of the study because, rather than one main teacher, reading and mathematics or science teachers were asked to provide data. Information about how to use these data and how they are stored is provided in section 7.2. In addition to teacher identification numbers, there are also identification numbers that indicate whether a child was assigned to a particular class (reading and math/science). For reading, the ID variable name is J61CLASS. For math/science, it is J62CLASS.

Schools are identified by the ID variable S6_ID (spring-fifth grade). The ID variable S6_ID indicates the school the child attended at the time of the spring-fifth grade data collection. Schools that joined the ECLS-K in the fifth grade have an "A" as the first digit. Another identification variable indicates whether the child moved within spring-fifth grade. Section 7.7 provides further details on identifying children who changed schools.

Each type of respondent (child, parent, reading teacher, mathematics or science teacher, special education teacher, and school) has a unique ID number. The original school ID number (S_ID) is the base for all the subsequent ID numbers as children, parents, and teachers were sampled from schools during the base year. The school ID number is a four-digit number assigned sequentially to sampled schools. The number has a series of ranges: 0001–1299 for originally sampled schools; 2000 series for new schools added to the sample during the first grade sample freshening process; 3000 series for substitute schools that replaced nonresponding original sample schools; and 4000 through 6000 series for transfer schools, which were assigned during processing at the home office. (See chapter 4 for a complete description of the ECLS-K sample.) There is also a 9000 series of S_ID numbers that refers to children who do not attend regular school because they are schooled at home (S_ID numbers 9101 through 9499). There are also several specific 9000 series codes for children who were not located or not followed at the end of a round. The school ID numbers start with 999 for these cases. These are described in section 7.6.

The child ID number (CHILDID) is a concatenation of the school ID where the child was sampled, a three-digit student number and the letter "C." For example, 0001010C is the ID number of the tenth child sampled in school 0001. The teacher ID numbers (J61T_ID and J62T_ID) are a concatenation

of the school ID where the teacher was sampled, the letter "T," and a two-digit teacher number. In previous rounds of the study, the numbering for the two-digit teacher number started with 01, such that 0001T01 was the ID number for the first teacher sampled in school 0001. In spring-fifth grade, the two-digit teacher numbers started numbering with T60 so that the teachers from this round of the study could be identified easily. Thus, in spring-fifth grade 0002T60 is the ID number for the first teacher sampled in school 0002. The parent ID number (PARENTID) is linked to the child ID number and is a concatenation of the four digit school ID, the three digit student number, and the letter "P." It is the same number as the child ID with a letter "P" instead of a letter "C" at the end. For example, 0001010P is the ID number of the parent of the tenth child sampled in school 0001. If twins are sampled, the ID of the first child sampled is used to generate the parent ID. For twins, there are two child-level records with the same parent ID. Children with the same teacher can be identified by finding all children on the child file with the same teacher ID.

It should be noted that there is a difference in the variable names between the base year and the first-, third-, and fifth-grade special education teacher IDs. In the base year of the study, information from special education teachers was included in a separate file and was not part of the child or teacher catalogs. The ID number for special education teachers in the base year special education file was T_ID. In the fifth-grade data file (and the first- and third-grade data files), the special education teacher information is included with the rest of the data, necessitating ID numbers to distinguish special education teachers from regular education teachers. In the fifth grade file, J61T_ID and J62T_ID are used to identify regular education teachers and D6T_ID is used to identify special education teachers.

If there is no special education teacher, D6T_ID will be missing. If there is a special education teacher, D6T_ID will be filled whether or not the special education teacher responded. In either case, it should be noted that there could be missing data for special education data in the part B questionnaire. It is left to users to determine how they would like to set "Not Applicable" versus "Not Ascertained" codes for such combinations. Users interested in links to special education services, regardless of whether the source of the information was the starting or ending school, can use the composite variable F6SPECS that is based on information from the FMS system rather than the receipt of particular special education questionnaires.

## 7.2 Using Teacher Variables

In the fifth grade, more students were expected to have different teachers for reading, math, and science than in previous rounds of the study and the teacher questionnaires were changed to be specific to each subject to reflect this. For the spring-fifth grade data collection, all students were assigned to have a reading teacher complete questionnaires. Half of students were assigned to have a mathematics teacher complete questionnaires, and the other half of students were assigned to have a science teacher complete questionnaires. Thus, each student was linked to a maximum of two teachers: one for reading, and one for either mathematics or science. However, a teacher could be linked to any number of students. In addition, although each student was only linked for two subjects, a teacher could be linked for three subjects (e.g., linked to student 1 for reading/math, and linked to student 2 for reading/science).

There are two types of data collected from teachers, taken from four questionnaires. The first type is data about the teacher's background and topics such as instructional practices, classroom resources, views on teaching, and the school, collected in the teacher questionnaire (one per each teacher linked to a responding ECLS-K student). The second type is data about the child, as reported by the reading, math, and science teacher.

As discussed in section 7.1, teachers on the child records are identified with the ID variables J61T_ID (reading teacher ID) and J62T_ID (mathematics or science teacher ID). These ID variables indicate the teacher ID that links to the child regardless of whether there were data received from that teacher. To determine whether data were receipted from a teacher, flag variables must be used. These flags are described below.

### 7.2.1 Teacher Flags (J61TQUEX, J62TQUEX, F6MTHSCI, T6SAMTCH)

There are three teacher flags on the file (J61TQUEX, J62TQUEX, F6MTHSCI) that identify the presence or absence of teacher data and indicate if the data are from the reading, math, or science teacher. There is also a flag (T6SAMTCH) that indicates if the teacher linked to the child for reading and math/science was the same. In previous rounds of the study, there was only one teacher (other than a special education teacher, if applicable) assigned to answer questions about the child, and there were flags corresponding to each of the three teacher questionnaires (parts A, B, and C) given to this teacher. In

spring-fifth grade, the flags also correspond to different teacher questionnaires but the data were collected from reading, math, and science teachers.

The flag J61TQUEX indicates whether there were reading teacher data collected (0 = False; 1 = True) and the flag J62TQUEX indicates whether there were mathematics or science teacher data collected (0 = False; 1 = True). To determine whether the child was linked to a mathematics or science teacher, the flag F6MTHSCI should be used (1=Math, 2=Science).

Using the flags J6TQUEX and F6MTHSCI together will indicate the presence or absence of data and whether the data were for mathematics or science. For example, if a user sought to examine science teacher data, he or she would first determine whether mathematics or science teacher data had been collected (J62TQUEX = 1) and, if so, examine data for children who were linked to a science teacher (F6MTHSCI = 2) rather than a mathematics teacher (F6MTHSCI = 1). If the child had science teacher data, the user would look at science questionnaire variables (all of which begin with the prefix N6). Mathematics teacher data (variables beginning with the prefix M6) would be missing for that child. Further information on variable prefixes is in section 7.4 below.

There is also a flag (T6SAMTCH) that indicates if the same teacher was linked to the child for both reading and math/science. If the value of the flag is 1 (True), then the teacher linked to the child for reading and math/science was the same person. If the value of the flag is 0 (False), then the teachers linked to the child for reading and math/science were different.

## 7.3 Missing Values

All variables in the ECLS-K data use a standard scheme for missing values. Codes are used to indicate item nonresponse, legitimate skips, and unit nonresponse (see exhibit 7-1).

Exhibit 7-1. Missing values codes, School years 1998–99, 1999–2000, 2001–02, and 2003–04

| Value | Description |
|---|---|
| -1 | Not applicable, including legitimate skips |
| -7 | Refused (a type of item nonresponse) |
| -8 | Don't know (a type of item nonresponse) |
| -9 | Not ascertained (a type of item nonresponse) |
| (blank) | System missing, including unit nonresponse |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 1998, spring 1999, fall 1999, spring 2000, spring 2002, and spring 2004.

The "Not applicable" code (-1) has two purposes. Its primary purpose is to indicate that a respondent did not answer the question due to skip instructions within the instrument or external reasons that led a respondent not to participate. In the parent interview, where the parent or guardian was a respondent, a "Not Applicable" is coded for questions that were not asked of the respondent because of a previous answer given. For example, a question about a sibling's age is not asked when the respondent has indicated that the child has no siblings. A "Not Applicable" code is also used in the direct child assessment if a child did not participate in any section due to a disability. For the teacher and school data where the instruments are self-administered, a "Not Applicable" is coded for questions that the respondent left blank because the written directions instructed them to skip the question due to a certain response on a previous question.

Another use of the "Not Applicable" code is the circumstance in which it is not known whether a respondent would have answered a question series following a lead question. One example of this use of "Not Applicable" is school administrator questionnaire Question 21. Question 21 asks whether the school received Federal Title I funds for this school year. If the answer is "yes," the questionnaire skips to question 22 about whether the school is operating a Title I targeted assistance or schoolwide program. If the answer is "no," the questionnaire skips to question 24. If question 21 was left blank by the respondent, question 22 is coded "Not Applicable."

The "Refused" code (-7) indicates that the respondent specifically told the interviewer that he or she would not answer the question. This, along with the "Don't Know" code (-8) and the "Not Ascertained" code (-9), indicates item nonresponse. The "Refused" code rarely appears in the school and teacher data because it indicates the respondent specifically wrote something on the questionnaire indicating an unwillingness to answer the question.

The "Don't Know" code (-8) indicates that the respondent specifically told the interviewer that he or she did not know the answer to the question (or in rare cases on the self-administered questionnaires, "I don't know" was written in for the question). For questions where "Don't Know" is one of the options explicitly provided, a "-8" will not be coded for those that choose this option; instead the "Don't Know" response will be coded as indicated in the value label information for that question.

The "Not Ascertained" code (-9) indicates that the respondent left a question blank that he or she should have answered. For the school and teacher self-administered questionnaires, this is the primary code for item nonresponse. For data outside the self-administered questionnaires (e.g., direct assessment scores), a "-9" means that a value was not ascertained or could not be calculated due to nonresponse.

"System Missing" appears as a blank when viewing codebook frequencies and in the ASCII data file. System missing codes (blanks) in the fifth- grade data file indicate that an entire instrument or assessment is missing due to unit nonresponse. (Note that in the first grade, system missing also indicated that some questions were not asked in the school administrator questionnaire for returning schools but were asked in another form of a questionnaire for new schools. This issue does not apply to the third- or fifth-grade files because only one form of the school administrator questionnaire was used.) An example of system missing is non-participation in the parent interview by a child's parent. In this case, all questions from the parent interview will be blank (system missing). These may be translated to another value when the data are extracted into specific processing packages. For instance, SAS will translate these blanks into periods (".") for numeric variables.

Depending on the research question being addressed, cases with missing values (e.g., -1, -7, -8, -9, and system missing) may need to be recoded. It is advised that users cross-tabulate all lead questions (e.g., whether the child received child care from a relative) and follow-up questions (e.g., hours of child care from a relative) before proceeding with any recodes or use of the data.

Missing values for composite variables were coded using the same general coding rules as those used for other variables. If a particular composite was inappropriate for a given household—as the variable P6MOMID was for a household with no resident mother—that variable was given a value of "-1" (Not Applicable). In instances where a variable was appropriate, but complete information to construct the composite was not available, the composite was given a value of –9 (Not Ascertained). The "Refused"

and "Don't Know" codes were not used for the composites, except in the calculations of the height, weight, and body mass index (BMI) composites for spring-fifth grade.[1]

The ECLS-K Fifth-Grade Restricted-Use Data File is provided on a CD-ROM and is accessible through an ECB that allows data users to view variable frequencies, tag variables for extraction, and create the SAS, SPSS for Windows, or Stata code needed to create an extract file for analysis. The child data file on the ECB is referred to as a "catalog." Instructions for using the CD-ROM and ECB are provided in chapter 8.

## 7.4 Variable Naming Conventions

Variables were named according to the data source (e.g., parent interview, teacher questionnaire) and the data collection point. (A number is used to indicate in which round of data collection the variable was obtained, as follows: 6 for spring-fifth grade, 5 for spring-third grade, 4 for spring-first grade, 3 for fall-first grade, 2 for spring-kindergarten, and 1 for fall-kindergarten. This numbering system is used for all variables except those beginning with "W." For those variables, 5 indicates fifth grade, 3 third grade, 1 first grade, and K kindergarten.) These variable names are used consistently throughout the catalog. The prefixes listed here are in two categories: (1) fifth-grade variables, and (2) cross-sectional and cross-round longitudinal weights (exhibit 7-2). In general, variable names start with the prefixes listed in exhibit 7-2. For a discussion of the weights, see section 4.7 for cross-sectional weights and section 9.3 for longitudinal weights.

[1] Children's height and weight measurements were each taken twice to prevent error and provide an accurate reading. Children's BMI was calculated based on height and weight. The rules for using "Don't Know" and "Not Ascertained" codes for these values was as follows. If both the first and second measurement of height in the child assessment were coded as -8 (Don't Know), then the height composite was coded as -8 (Don't Know). If both the first and second measurements of weight were coded as -8 (Don't Know), the weight composite was coded as -8 (Don't Know). If either the height or weight composites were coded as not ascertained (-9), the BMI composite was coded as not ascertained (-9). If neither the height nor weight composites were coded as not ascertained, and either the height or weight composite was coded as -8 (Don't Know), then the BMI composite was coded as -8 (Don't Know).

Exhibit 7-2. Prefixes for fifth-grade variables and cross-sectional and cross-round longitudinal weights: School year 2003–04

| Category | Description |
|---|---|
| **Fifth-grade variables** | |
| C6 | Data/scores collected/derived from spring-fifth grade direct child assessment and spring-fifth grade weight variables |
| D6 | Data collected from spring-fifth grade special education teacher questionnaire A |
| E6 | Data collected from spring-fifth grade special education teacher questionnaire B |
| F6 | Data from spring-fifth grade Field Management System (FMS) |
| G6 | Data collected/derived from spring-fifth grade reading teacher child-level questionnaire |
| IF | Imputation flags |
| J6 | Data collected/derived from spring-fifth grade teacher questionnaire |
| K6 | Data collected/derived from spring-fifth grade school facilities checklist |
| M6 | Data collected/derived from spring-fifth grade mathematics teacher child-level questionnaire |
| N6 | Data collected/derived from spring-fifth grade science teacher child-level questionnaire |
| P6 | Data/scores collected/derived from spring-fifth grade parent interview |
| R6 | Derived child demographic or child status variables for spring-fifth grade |
| S6 | Data collected/derived from spring-fifth grade school administrator questionnaire |
| U6 | Data collected/derived from spring-fifth grade student record abstract |
| W5 | Fifth-grade (cross-round) parent composite variables |
| **Cross-Sectional and Cross-Round Longitudinal Weights** | |
| C6C | Child-level panel weight variable from spring-fifth grade |
| C6P | Child-level panel weight for parent data from spring-fifth grade |
| C6CPTR | Child-level panel weight for combined parent, child, and teacher data from spring-fifth grade |
| C6CPTM | Child-level panel weight for combined parent, child, and teacher data from spring-fifth grade, if using data from mathematics teacher |
| C6CPTS | Child-level panel weight for combined parent, child, and teacher data from spring-fifth grade, if using data from science teacher |
| C56C | Child-level panel weight variable from spring-third grade and spring-fifth grade |

See note at end of exhibit.

Exhibit 7-2. Prefixes for fifth-grade variables and cross-sectional and cross-round longitudinal weights: School year 2003–04—Continued

| Category | Description |
|---|---|
| **Cross-Sectional and Cross-Round Longitudinal Weights —Continued** | |
| C56P | Child-level panel weights for parent data from spring-third grade and spring-fifth grade |
| C456C | Child-level panel weight variable from spring-first grade, spring-third grade, and spring-fifth grade |
| C456P | Child-level panel weights for parent data from spring-first grade, spring-third grade, and spring-fifth grade |
| C2_6FC | Child-level panel weight variable from spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade |
| C2_6FP | Child-level panel weights for parent data from spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade |
| C1_6FC | Child-level panel weight variable from fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade |
| C1_6FP | Child-level panel weights for parent data from fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade |
| C1_6SC | Child-level panel weight variable from fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, and spring-fifth grade |
| C1_6SP | Child-level panel weights for parent data from fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, and spring-fifth grade |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 1998, spring 1999, fall 1999, spring 2000, spring 2002, and spring 2004.

A few exceptions that do not follow the prefix convention below are as follows:[2]

- The identifiers CHILDID, PARENTID, and S6_ID.
- The composite T6GLVL. This variable indicates the grade level of the child.
- The composite variable R6R5SCHG. This variable indicates change in school between spring-third grade and spring-fifth grade. Source variables and other details for this and all other composite variables can be found in table 7-15.

[2] It should be noted that in past rounds derived child demographic variables for gender, race/ethnicity, and date of birth (GENDER, RACE, DOBMM, DOBDD, and DOBYY) in the kindergarten and first grade files did not follow the prefix conventions above because they combined information across data collection points and/or several sources. In spring-third and spring-fifth grades, these same demographic variables begin with the prefix R5 (e.g., R5RACE) for spring-third grade and R6 (e.g., R6RACE) for spring-fifth grade. This was done because reports of these variables from parent data were prioritized over other sources starting in spring-third grade and a prefix change was used to indicate the difference to users.

## 7.5 Composite Variables

To facilitate analysis of the survey data, composite variables were created and added to the child data file. Most composite variables were created using two or more variables, each of which is named in the text that explains the composite variable. Other composite variables are recodes of single variables. Variables based on the child assessment include height, weight, and BMI. Variables based on the teacher data include reading, math, and science class sizes, percentage of limited-English-proficient children in the class, and student grade level. Variables constructed from the school data include the percentage of minority students, school type, and school instructional level. Variables constructed from the parent interview data include parent identifiers, parent demographics, household composition, household income, and poverty, child care, and child demographics. Certain composites were created using data from the Field Management System (FMS).

Table 7-15 lists all the composite variables for the fifth grade. All basic child demographic variables are presented first. Child care variables follow the demographics and then household composition. Imputed variables are listed next, followed by demographics for parents (resident father and mother characteristics are followed by characteristics of nonresident biological parents and nonresident adoptive parents). Teacher, classroom, and school variables are listed last. Once the user identifies the composites of interest, he or she can refer to exhibit 8-8 for instructions on accessing the variables from the ECB.

### 7.5.1 Child Composite Variables

There are many child-level composite variables on the child catalog. Table 7-15 describes all of the composites. Some of these variables are described in further detail here.

#### 7.5.1.1 Child's Age at Assessment (R6AGE)

The child's age was calculated by determining the number of days between the date when the child completed the ECLS-K direct child assessment and the child's date of birth (R6DOBMO, R6DOBDA, R6DOBYR). The total number of days was then divided by 30 to calculate the age in

months. The child assessment date was tested for the appropriate range (March to July 2004). If the assessment date fell outside these ranges, the modal assessment date for the child's school was used.

It should be noted that the date of assessment used for R6AGE may be different from the set of assessment dates and times incorporated into methodological variables that are described further in section 7.6. These variables were not edited like those for R6AGE and are text variables that note both date and time.

#### 7.5.1.2 Gender (R6GENDER)

The fifth-grade gender composite was taken from the third-grade gender composite, if it was not missing. The third-grade gender composite was derived using the gender indicated in the parent interview (INQ.016), child report (AIQ.050), and the FMS. Because of the discrepancies found in the third grade of reports of a child's sex from different sources, the most frequently reported gender was used for the child. If there were an equal number of reports for male and female from these sources, the following hierarchy of rules was used: if the data were from the parent interview in previous rounds, then the third-grade gender composite, R5GENDER, was equal to gender from that parent data. Otherwise, gender was updated from the third-grade parent interview question. If the parent interview data were missing, gender was updated from child report. Otherwise, the third-grade gender composite was equal to the composite GENDER from a previous round (because GENDER in previous rounds incorporated the FMS, this last step meant that the FMS was used as the final source of data).

If the third-grade gender composite was missing, R6GENDER was decided based on the most frequently reported gender from all sources of data, across all rounds of data collection. (The composite variable for R6GENDER is on the file but not the source variables). For most of the cases the data were collected in the base year. Gender was not asked in the fifth-grade parent interview.

#### 7.5.1.3 Child's Date of Birth (R6DOBYY, R6DOBMM, and R6DOBDD)

In the fifth grade, the child's date of birth was derived from the third-grade date of birth composites, if they were not missing. The third-grade date of birth composites were derived from one of three sources: the parent report (CHILDDOB), the child report (AIQ.040), or the FMS. If the child's date

of birth had been reported in a parent interview from a previous round, that value was used. Otherwise, the value from the third-grade parent interview was used. If those data were not available or outside the criteria for inclusion (June 1, 1990 to March 31, 1995), the date of birth from the child interview was used. Finally, if the child report was not available or outside the criteria for inclusion, the FMS value was used. If the date of birth given was before June 1, 1990, or after March 31, 1995, the data were excluded from the third-grade composite.

It should be noted that in the kindergarten and first grade files, the child date of birth composites (DOBYY, DOBMM, and DOBDD) were created using two rather than three sources of data. The two sources were parent interview data and, in cases in which the parent interview data did not exist or were outside reasonable boundaries, FMS data. In spring-third grade, a third source—the child—was added and used in the creation of the third-grade composite.

If the third-grade composite was missing, the fifth-grade composite for date of birth was taken from a previous parent interview. Otherwise, date of birth was taken from the FMS.

#### 7.5.1.4 Race/Ethnicity (W5AMERIN, W5ASIAN, W5PACISL, W5BLACK, W5WHITE, W5HISP, W5MT1RAC, W5RACETH, and R6RACE)

In spring-fifth grade, the race of the focal child was no longer collected in the parent interview; thus, race information is based on information collected in previous parent interviews and the FMS. The composites for the child's race/ethnicity are presented in the ECLS-K files in three ways: (1) as dichotomous variables for each race/ethnicity category (W5AMERIN, W5ASIAN, W5PACISL W5BLACK, W5WHITE, W5HISP, W5MT1RAC) from the parent interview data; (2) as a single race/ethnicity composite taken from the parent interview data (W3RACETH); and (3) as a race/ethnicity composite taken from either the parent data or the FMS, with FMS data used only if parent data were missing (R6RACE).

Respondents were allowed to indicate that their child belonged to more than one of the five race categories (White, Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or other Pacific Islander). From these responses, a series of five dichotomous race variables were created that indicated separately whether the child belonged to each of the five specified race groups. In addition, one more dichotomous variable was created for those who had simply indicated that

their child was biracial or multiracial without specifying a race. The retention of the dichotomous variables on the file allows users to create different composites as needed.

Data were collected on ethnicity as well. Specifically, respondents were asked whether or not their child was Hispanic. Using the six race dichotomous variables and the Hispanic ethnicity variable (e.g., from spring-third grade P5HSP_1 to P5HSP_25, depending on household size), the race/ethnicity composite variables for the child (W5RACETH and R6RACE) were created. The categories were: White, non-Hispanic; Black or African American, non-Hispanic; Hispanic, race specified; Hispanic, no race specified; Asian; Native Hawaiian or other Pacific Islander; American Indian or Alaska Native, and more than one race specified, non-Hispanic. The child composites W5RACETH (race/ethnicity) and R6RACE (race/ethnicity) both share these categories; however, FMS data were used to fill in missing parent report data for the variable R6RACE and only parent report data were used for the variable W3RACETH. A child was classified as Hispanic if a respondent indicated the child's ethnicity was Hispanic regardless of whether a race was identified and what that race was.

For W5RACETH, if the child's race/ethnicity information was available from the parent interview composite in a prior data collection (e.g., W3RACETH, W1RACETH, WKRACETH), the value from the most recent year composite was used and copied forward.[3] If the data were missing for a child from one of these composites, W5RACETH was -9 (Not Ascertained).

For R6RACE, responses from the parent interview composite from third grade (R5RACE) were copied forward. If the third-grade composite, R5RACE, was missing, then the race variable based on parent interview data in the first grade was used (W1RACETH). If the first-grade composite was missing, the race variable based on parent interview data in kindergarten was used (WKRACETH). If the parent interview data were missing, then FMS data from a previous round were used. If previous round FMS data were missing, then FMS data on race from the fifth grade were used.

It should be noted that for both fifth- and third-grade variables R6RACE and R5RACE, previous parent interviews were prioritized over the FMS. This is different from the method used to derive the variable RACE in the first grade. In the first grade, the composite RACE was copied forward from previous rounds and FMS data were used if parent reports were not available. Because parent

[3] A number of respondents, both in this and in prior rounds, gave some variant of "biracial" as the other-specify response to child race. In previous rounds, these responses had been considered to be uncodeable, and the relevant children were given a value of –9 (not ascertained) for WKRACETH and W1RACETH. In spring-third and spring-fifth grades, these responses were treated as multiracial, and the relevant children were given a value of 8 (multiracial) for W3RACETH.

reports were expected to be more accurate than school records, if new information about race was obtained in the third-grade parent interview it was used rather than previous information obtained from the FMS. Therefore, the fifth- and third-grade variables R6RACE and R5RACE are different from RACE in previous rounds for a minority of cases.

#### 7.5.1.5 Child's Height (C6HEIGHT)

To obtain good measurements, each child's height was measured twice. For the height composite C6HEIGHT, if the two height values from the instrument (i.e., C6HGT1 and C6HGT2 for spring-fifth grade) were less than two inches apart, the average of the two height values was computed and used as the composite value. Otherwise, the value that was closest to 57 inches, the median height for 11-year-olds as developed by the National Center for Health Statistics (NCHS) in collaboration with the National Center for Chronic Disease Prevention and Health Prevention (NCCDPHP), was used as the composite value.

#### 7.5.1.6 Child's Weight (C6WEIGHT)

Each child's weight was also measured twice. For the weight composite (C6WEIGHT), if the two weight values from the instrument (i.e., C6WGT1 and C6WGT2 for spring-fifth grade) were less than 5 pounds apart, the average of the two values was computed and used as the composite value. Otherwise, the value that was closest to 82.0 pounds, the median weight for 11-year-olds as developed by NCHS in collaboration with the NCCDPHP, was used as the composite value.

#### 7.5.1.7 Child's Body Mass Index (C6BMI)

Composite Body Mass Index (BMI; variable name C6BMI) was calculated by multiplying the composite weight in pounds by 703.0696261393 and dividing by the square of the child's composite height in inches.

#### 7.5.1.8 Child's Disability Status (P6DISABL)

A composite variable was created to indicate whether a child had a disability diagnosed by a professional. Questions in the parent interview about disabilities in spring-fifth grade asked about the child's ability to pay attention and learn, overall activity level, overall behavior and relations to adults, overall emotional behavior such as anxiety or depression, ability to communicate, difficulty in hearing and understanding speech, and eyesight. For each disability or behavior, a question was asked about whether a diagnosis of a problem was obtained by a professional (CHQ.050, CHQ.110, CHQ.170, CHQ.210, CHQ.300, CHQ.335, CHQ.360). A question was also asked about receipt of therapy services or participation in a program for children with disabilities (CHQ.520).

The composite variable P6DISABL was coded 1 (Yes) if any of the source variables (CHQ.050, CHQ.110, CHQ.170, CHQ.210, CHQ.335, CHQ.360, CHQ.520) about diagnosis or therapy services were coded 1 (Yes). This was done even if data for some of the source variables were missing. In spring-fifth grade, unlike previous rounds, another source variable used to code P6DISABL was CHQ.300 for vision-related problems. If the source variable for the vision diagnosis (CHQ.300) was coded 1 (Yes) and the follow-up question (CHQ.316) was coded NOT "correctable by glasses" (i.e., either only "improvable with glasses" or "not correctable with glasses"), the composite P6DISABL was coded 1 (Yes). Also, in spring-fifth grade, the composite P6DISABL was coded 1 (Yes) if the child had vision problems such that the child's best eyesight (CHQ.320) allowed him or her to see large print in books, form and/or color of objects but not detail, shadows, lights, or saw no light or had no light perception. If data for all the source variables were missing, the composite was coded -9 (Not Ascertained). Otherwise, P6DISABL was coded 2 to indicate no reported disability.

It should be noted that both the spring-third and spring-fifth grade composites are somewhat different from the composites in previous rounds of the study because questions were added about overall behavior and relations to adults and about emotional behavior such as anxiety or depression. Only diagnosed emotional or behavioral problems were included in the composite. In addition, unlike the disability composite in fall-kindergarten which included a question about children's coordination in using their arms or legs, the disability composites since spring-first grade have not included that question. In addition, the disability composite in spring-fifth grade is different from other years of the study because it excludes children who have a diagnosis, but the diagnosis was that the child had "no problem." It also excludes children with correctable vision. In addition, any answers that indicate, for children who do not have correctable vision, what a child's best eyesight allows him or her to see are also counted as having a

disability. The question about what a child's best eyesight allows him or her to see asks if the child can see large print in books; form and/or color of objects, but not detail; whether the child can see shadows and lights; or if the child sees no light or has no light perception. Also, in spring-fifth grade, questions asked if the child ever had a disability rather than whether they had a disability since the last round of data collection as had been done in earlier rounds of the study. Thus, disabilities that were diagnosed before spring-fifth grade are included.

#### 7.5.1.9 Nonparental Care (P6CARNOW)

There are several composite variables on the file that can be used to describe child care arrangements based on information from the parent interview. One of these (P6CARNOW) describes whether the child had any type of nonparental care at the time of the interview. The creation of P6CARNOW was as follows. If the child was receiving care from a relative (CCQ.010), a nonrelative (CCQ.150), or a day care center or before or after school program at a school or in a center (CCQ.260), P6CARNOW was equal to 1 (Yes). Otherwise, if any of the three variables was unknown, P6CARNOW was coded as -9 (Not Ascertained). If the respondent indicated that the child was not currently receiving any of the three types of care (CCQ.010, CCQ.150, and CCQ.260 all equaled 2 [No]), P6CARNOW was coded as 2 (No).

It should be noted that the nonparental care as defined by P6CARNOW does not have to be received on a regular basis. However, for the composite P6HRSNOW (hours per week in child care) described below, if the nonparental care is not regular, the number of hours in care is coded as zero. This is because the child must have a regular arrangement in order for hours per week in care to be reported. Users should be aware of the differences in definitions when comparing P6CARNOW with P6HRSNOW.

#### 7.5.1.10 Hours Per Week in Child Care (P6HRSNOW)

Another set of child care composites indicates the number of hours per week the child spent in child care. P6HRSNOW indicates the total number of hours per week the focal child spent in care at the time of the spring-fifth grade interview. The variable combines hours in child care arrangements in which the child spent the most time with hours from additional regular child care arrangements. It was

coded as follows. If the relevant child care receipt variables for relative, nonrelative, and center-based care (CCQ.010, CCQ.150, or CCQ.260) were equal to 2 (No Receipt), or if the indicator for regular receipt of that type of care (CCQ.080, CCQ.180, and CCQ.340) was equal to 2 (No Regular Receipt), the number of hours for that type of care was coded to 0. If the receipt variables or regular receipt of care variables were refused or unknown, then the number of hours for that type of care was coded as -9 (Not Ascertained). Also, if the regular receipt variable was coded as 1 (Yes), but the hours given was refused or unknown, then the number of hours for that type of care was coded as -9 (Not Ascertained). Otherwise, if the indicator for regular receipt of care was equal to 1 (Yes), and the hours given were greater than or equal to 0, then the number of hours for that type of care was coded as the number of hours given.

The composite also includes hours spent with additional regularly scheduled providers of care of the same type. This was done to include child care arrangements such as those in which two different relatives cared for the child on a regular basis or two different child care programs were attended. For each type of care, if the care receipt variables indicated no care of that type, or if the number of providers of that type of care (questions CCQ.060, CCQ.165, and CCQ.325 indicated number of regular providers of each type) was equal to 1, then additional hours were coded to 0. Otherwise, if the number of providers or the number of additional hours (questions CCQ.140, CCQ.250, and CCQ.403 indicated number of hours spent with additional providers) was refused or unknown, then the number of additional hours was coded as -9 (Not Ascertained). Otherwise the number of additional hours was coded to equal the appropriate number of additional hours variables in the instrument (CCQ.140, CCQ.250, or CCQ.403).

This process was followed three times, once each for relative care, nonrelative care, and center-based care. If any of the three primary caregiver hour variables or the three additional hours variables was missing then the total number of hours was coded as -9 (Not Ascertained). Otherwise the total number of hours in regularly scheduled child care was coded as the sum of the six hour variables.

It should be noted that in rounds prior to spring-third grade, if the primary care arrangement hours were not missing and the additional hours were missing, the primary caregiver hours were used for the composite. In both spring-third and spring-fifth grades, if any of the primary or additional hours variables were missing, the composite was missing. This change makes the variable represent all types of regular care rather than prioritizing primary arrangements.

Although P6HRSNOW was created almost identically to the same composite variable in kindergarten (P1HRSNOW), with the exception noted above, there was one other difference. In kindergarten, questions were asked about whether the child was ever in a particular type of care. If not, P1HRSNOW was set to 0. Because questions about the child having ever been in a particular type of care were not included after the kindergarten year, they were not part of the composite variable definition for the fifth-, third-, or first-grade variables.

#### 7.5.1.11 Number of Child Care Arrangements (P6NUMNOW)

Another composite variable (P6NUMNOW) was used to indicate the total number of all types of care arrangements the focal child had at the time of the spring-fifth grade parent interview. The variable was created as follows. If any of the child care receipt variables for relative, nonrelative, or center-based care (CCQ.010, CCQ.150, or CCQ.260) was refused, unknown, or missing, then P6NUMNOW was coded as -9 (Not Ascertained). If any of the care receipt variables was equal to 1 (Yes), but its corresponding number of arrangements variable (CCQ.060, CCQ.165, and CCQ.325) was refused, unknown, or missing, then P6NUMNOW was again coded as -9 (Not Ascertained). Otherwise, the number of arrangements indicated in CCQ.060, CCQ.165, and CCQ.325 were summed to obtain the total number of current child care arrangements.

The differences in how missing data are handled for each of the child care composites are important to note when combining variables. For example, because P6NUMNOW requires that the number of child care arrangements be known, it is possible for a child to have P6CARNOW =1 (child was in nonparental care) and have P6NUMNOW be -9 (Not Ascertained).

#### 7.5.1.12 Primary Nonparental Child Care Arrangement (P6PRIMNW)

A composite variable (P6PRIMNW) was created to indicate the primary, nonparental child care arrangement in which the child spent the most hours per week at the time of the spring-fifth grade interview. This variable is for children in a regular care arrangement. The values for this variable are as follows:

- 0=No nonparental care
- 1=Relative care in child's home
- 2=Relative care in another home
- 3=Nonrelative care in child's home
- 4=Nonrelative care in another home
- 5=Center-based program
- 6=Two or more programs
- 7=Location of care varies

To obtain the composite, hours were compared for relative care in the child's home (CCQ.090) or in other home (CCQ.070); nonrelative care in child's home (CCQ.190) or in other home (CCQ.170); and center/program care (CCQ.355). First, the composite P6HRSNOW, described earlier, was used to code individuals missing current hours of care (P6HRSNOW=-9) or with no hours of nonparental care (P6HRSNOW=0). Those with missing hours of care were coded as -9 (Not Ascertained); those with no hours of care or no regularly schedule care were coded as 0.

For the remaining cases, if the number of hours of either relative or nonrelative care (given in CCQ.090 and CCQ.190) were higher than all other hours of care, the variable indicating location of care for that type was examined using instrument items CCQ.070 and CCQ.170. If location of care was missing, then P6PRIMNW was coded as -9 (Not Ascertained); if P6PRIMNW was not missing, then P6PRIMNW was coded 1, 2, 3, or 4, depending on the type (relative/nonrelative) and location (child's home/other home) of care. Otherwise, if the number of hours of care in center-based programs (CCQ.355) was higher than for relative or nonrelative care, then P6PRIMNW was coded as 5. If the number of hours of care was equal for two or more types of care, P6PRIMNW was coded as 6. P6PRIMNW was coded as 7 if the location of care varied between two homes.

It should be noted that it is possible to have missing data for the primary child care arrangement (P6PRIMNW), but have information on the number of hours of child care a child has (P6HRSNOW), because there must be information about the location of care in order to have a valid value for P6PRIMNW.

### 7.5.2 Family and Household Composite Variables

Many composites were created to capture information about the sampled children's family and household characteristics. Several of these are described below. All of the family and household composites are listed and described in table 7-15.

#### 7.5.2.1 Number of Siblings (P6NUMSIB)

The composite P6NUMSIB indicates the total number of siblings (full, step, adoptive, or foster) with whom the child lived in the household (FSQ.160 and FSQ.170). Siblings were identified through the respondents' stated relationship of the sibling to the focal child. In addition, any child that was reported to be a child of the focal child's parent/guardian was considered a sibling of the focal child.

#### 7.5.2.2 Parent and Household Members' Age (P6LESS18, P6OVER18, P6HDAGE, and P6HMAGE)

There are several composite variables on the file that refer to the ages of adults and children in the household. These are P6LESS18 (total number of people in the household under age 18, including focal child, siblings, and other children), P6OVER18 (total number of people in the household age 18 or older, siblings, and other children), P6HDAGE (age of resident father), and P6HMAGE (age of resident mother). The ages of these persons in the household were collected during the fall of kindergarten in the household matrix. However, in subsequent years of the study, questions about age were not asked for household members who were previously in the household. In the fifth grade, ages were collected for new household members. Otherwise, ages were incremented in spring-third grade based on the round in which the person joined the household, and then updated again in spring-fifth grade by adding two years to the age calculated in spring-third grade. Age changes were made to increase the ages of all household members other than the focal child and twin (the ages of the focal child, and twin, if applicable, were updated based on birth date).

The ages of all household members who were not new to the study in spring-fifth grade (other than the focal child and twin) were increased by spring-fifth grade by the numbers shown in table 7-1. Ages were increased incrementally each round of the study. The numbers in table 7-1 reflect the total

number of years added to the first reported age for a household member when the household joined the study. The guidelines for creating these were as follows: (1) half years could not be included, and (2) the same number of years was added for those who entered the study during the same school year. The numbers were made to err on the side of making persons older rather than younger because this would cause fewer problems with range checks and displays in the parent interview if there was a discrepancy between actual age and imputed age.

Table 7-1. Incremented ages of previous household members based on round entered study: School year 2003–04

| Round in which household member joined study | Number of years added by spring-fifth grade to first age reported when household joined study |
|---|---|
| Fall 1998 | +6 |
| Spring 1999 | +6 |
| Fall 1999 | +5 |
| Spring 2000 | +5 |
| Spring 2002 | +2 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

#### 7.5.2.3 Food Security Status

Food security status of the children's families was assessed based on responses to the 18 food security questions (P6WORRFD through P6NOMONY) in the spring-fifth grade parent interview. The questions measured a wide range of food insecurity and reduced food intake issues. They were combined into a scale using statistical methods based on the Rasch measurement model. The items and the food security scale based on them have been validated using both ethnographic and statistical methods. For spring-fifth grade, composites were created for Household Food Security scale variables, Children's Food Security scale variables, and Adult Food Security scale variables (for spring-kindergarten and spring-first grade, composites were created only for Household Food Security scale variables; for spring-third grade, composites were created only for Household Food Security and Children's Food Security scale variables). Calculations of the Household Food Security scale variables were carried out in accordance with the standard methods described in *Guide to Measuring Household Food Security, Revised 2000* (U.S. Department of Agriculture 2000). Calculations of the Children's Food Security scale variables were carried out in accordance with the standard methods described in *Measuring*

*Children's Food Security in U.S. Households, 1995-99* (U.S. Department of Agriculture 2002). Analysis of the ECLS-K data using Rasch methods indicated that use of the standard benchmark household scores was appropriate.

#### 7.5.2.4 Food Security Status: Continuous Measures (P6FSSCAL, P6FSCHSC, and P6FSADSC)

P6FSSCAL is the scale score presentation of the Household Food Security items. It is a continuous, interval-level measure of food insecurity and is appropriate for linear models. This scale score is a Rasch transformation of the raw score (P6FSRAW). Valid values range from 1 to 13, with higher values indicating more severe food insecurity. Under Rasch-model assumptions, the scale score for families that affirm no items (raw score = 0) is indeterminate. It is less than the lowest measured value (1.4), but its precise value is unknown and may vary substantially among families. P6FSSCAL for such cases is assigned a value of -6. If these cases (a substantial majority of all cases) are included in linear models, appropriate methods must be used to take into account this indeterminacy.

P6FSCHSC is similar to P6FSSCAL but is the Children's Food Security scale score. This is a measure of the severity of food insecurity or hunger experienced by children in the household in the previous 12 months. Valid values range from 4 to 13, with higher values indicating more severe food deprivation. The scale score is undefined for households that affirmed no child-referenced items (see discussion of P6FSSCAL above).

P6FSADSC is the Adult Food Security scale score. This is a measure of the severity of food insecurity or hunger experienced by adults in the household in the previous 12 months. It is a continuous, interval-level measure based on the Rasch measurement model and is appropriate for linear models, such as correlation, regression, or analysis of variance. It is on the standard (logistic-unit) metric described in *Measuring Children's Food Security in U.S. Households, 1995-99* (for households without children). Valid values range from 1 to 12, with higher values indicating more severe food deprivation. The scale score is undefined for households that affirmed no adult-referenced items (see discussion of P6FSSCAL above).

#### 7.5.2.5 Food Security Status: Categorical Measures (P6FSSTAT, P6FSCHST, and P6FSADST)

P6FSSTAT is a categorical measure of Household Food Security status formed by dividing P6FSSCAL into three ordered categories: food secure, food insecure without hunger, food insecure with hunger. In previous rounds, the third category of "food insecure with hunger" was broken into two categories: "food insecure with hunger (moderate)" and "food insecure with hunger (severe)." In spring-fifth grade, these categories have been collapsed into one. P6FSSTAT is appropriate for comparing prevalence rates of food insecurity and hunger across subpopulations and can be used as a categorical variable in associative models. There are few cases in the most severe category, so, for most prevalence reporting purposes, the two categories of food insecure with hunger (moderate and severe) should be collapsed and reported as a single category. When interpreting food security statistics, users should remember that food security status is a household-level characteristic. In most households classified as food insecure with hunger, the children in the household were not hungry.

P6FSCHST is a categorical measure of Children's Food Security status that identifies households with hunger among children at some time during the 12 months prior to the survey. This variable is appropriate for comparing prevalence rates of hunger among children across subpopulations. There were few households (n=55, 0.5 percent) that reported hunger among children, so the analytic utility of this variable is limited. However, for analytic purposes, other categories of children's food insecurity delineated by less severe thresholds (based on children's food security raw scores or scale scores) may be useful. For example, Nord and Bickel (2001) suggested a threshold of 2 or more affirmative responses as representing reduced quality and variety of children's diets. When interpreting children's food security statistics, users should remember that these variables represent conditions among all children in the household and may not reflect experiences of the child in the ECLS-K study if there are other children in the household.

P6FSADST is a categorical measure of Adults' Food Security status that identifies households as food secure, food insecure without hunger, or food insecure with hunger among adults. This variable is appropriate for comparing prevalence rates of food insecurity and hunger among adults across subpopulations.

#### 7.5.2.6 Food Security Status: Raw Scores (P6FSRAW, P6FSCHRA, and P6FSADRA)

The Household Food Security raw score, P6FSRAW, is a count of affirmative responses to the 18 items. This is an ordinal-level measure of food insecurity. It is not recommended for direct use in analysis, but can be used to identify categories of food insecurity additional to the categorical measures provided in the NCES data file. The Children's Food Security raw score, P6FSCHRA, is a count of affirmative responses to child-referenced items. Responses to items skipped because of screening are assumed to be negative. Families with no valid responses are coded as missing (-9). P6FSADRA is the adult food security raw score, a simple count of the number of household- and adult-referenced food security items affirmed by the parent. It ranges from 0 to 10.

#### 7.5.2.7 Socioeconomic Status (SES) and Poverty (W5DADSCR, W5MOMSCR, W5SESL, W5SESQ5, W5INCCAT, W5POVRTY)

Socioeconomic status (SES) was computed at the household level using data for the set of parents who completed the parent interview in spring-fifth grade. The SES variable reflects the socioeconomic status of the household at the time of data collection for spring-fifth grade (spring 2004). The components used to create the SES were as follows:

- Father/male guardian's education;
- Mother/female guardian's education;
- Father/male guardian's occupation;
- Mother/female guardian's occupation; and
- Household income.

Occupation was recoded to reflect the average of the 1989 General Social Survey (GSS) prestige score. This was computed as the average of the corresponding prestige scores for the 1980 Census occupational categories covered by the ECLS-K occupation. Table 7-15 provides details on the prestige score values (W5DADSCR, W5MOMSCR).

The variables were collected as follows:

- **Income.** The information about income was collected in spring-fifth grade. Broad-range and detailed-range income questions were asked of all participants. The broad range classifies household income as $25,000 and less per year, or as greater than $25,000. The detailed range classifies household income as shown in table 7-2.

  Households that were determined to meet the size and income criteria related to poverty shown in table 7-3 were asked to report income to the nearest $1,000. (We call this exact income for simplicity.) Because not all households were asked to report exact income, the midpoint of the detailed income range was used to compute the SES composite variable.

- **Parent's education.** The information about parent's education was collected or updated in spring-fifth grade.

- **Parent's occupation.** The information about parent's occupation was collected or updated in spring-fifth grade.

Table 7-2. Levels of the detailed income range, spring-fifth grade: School year 2003–04

| Detailed income range | Total household income |
|---|---|
| 1 | $5,000 or less |
| 2 | $5,001 to $10,000 |
| 3 | $10,001 to $15,000 |
| 4 | $15,001 to $20,000 |
| 5 | $20,001 to $25,000 |
| 6 | $25,001 to $30,000 |
| 7 | $30,001 to $35,000 |
| 8 | $35,001 to $40,000 |
| 9 | $40,001 to $50,000 |
| 10 | $50,001 to $75,000 |
| 11 | $75,001 to $100,000 |
| 12 | $100,001 to $200,000 |
| 13 | $200,001 or more |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 7-3. Households asked to report income to the nearest $1,000, spring-fifth grade: School year 2003–04

| Household size | Total household income |
|---|---|
| One | $10,000 or less |
| Two or three | $15,000 or less |
| Four | $20,000 or less |
| Five or six | $25,000 or less |
| Seven | $30,000 or less |
| Eight | $35,000 or less |
| Nine or more | $40,000 or less |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Not all parents completed the parent interview; among those who did, not all responded to every question. Therefore, there were missing values for some of the components of the SES composite variable. Only a small percentage of values for the education and occupation variables were missing; a larger proportion of households had missing values for the detailed income range (see table 7-4).

Table 7-4. Missing data for SES source variables, spring-fifth grade: School year 2003–04

| Variable | Number missing | Percent |
|---|---|---|
| Mother's education | 159 | 1.49 |
| Father's education | 160 | 1.83 |
| Mother's occupation | 100 | 0.90 |
| Father's occupation | 166 | 1.90 |
| Detailed income range | 883 | 8.10 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

A two-stage procedure was used to impute missing values for each component of the SES composite variable. First, if a parent had completed an interview in the kindergarten-, first-, or third-grade year, missing values for the spring-fifth grade education, occupation, and detailed income range were filled in with values from the previous years. The rationale for this approach was that the best source of data for an individual or a household was the data from a previous year.

This first imputation stage was implemented as follows:

- Education level was brought forward from the most recent previous round. This was done only if the same person was the parent figure both in spring-fifth grade and in the earlier round.

- Occupation was brought forward only if the individual was in the labor force (i.e., was working at a paid job, on vacation from a paid job, or looking for a job). It was also required that the same person be the parent figure both in spring-fifth grade and in the earlier round. NOTE: Prestige scores were not assigned to individuals unless they were in the labor force, regardless of whether they reported an occupation.

- Detailed income category was brought forward from the most recent previous round.

Second, data still missing after this initial step were imputed using a hot deck methodology. In hot deck imputation, the value reported by a respondent for a particular item is assigned or "donated" to a "similar" person who failed to respond to that question. Auxiliary information known for both donors and nonrespondents is used to form groups of persons having similar characteristics. These groups of similar respondents and nonrespondents are called "imputation cells." The imputed value for a case with a missing value is taken from a randomly selected donor among the respondents within the cell.

Imputation cells were defined by respondent characteristics that were the best predictors of the variables to be imputed. These relationships had been determined previously by Chi-squared Automatic Interaction Detector (CHAID) analyses of the base year data. Missing values for the education, occupation, and detailed income range variables were imputed by the hot deck method for all households. Hot deck imputation was done in a sequential order, separately, by type of household (female single parent, male single parent, and both parents present). For households with both parents present, the mother's and father's variables were imputed separately. Imputed as well as reported values were used to define imputation cells; missing values for donor characteristics were treated as a separate category. No imputed value was used as a donor. No donor was used more than once. The order of hot deck imputation for all the variables was education, occupation, and income category.

Occupation imputation involved two steps. First, the labor force status of the parent was imputed (i.e., whether the parent was employed). Then the parent's occupation was imputed only for those parents whose status was identified as employed either through the parent interview or the first imputation step. The detailed income range was imputed in two steps: first for cases where the broad income range was known, and second for cases where it was unknown.

For households where both parents were present, the order of hot deck imputation was as follows:

- Mother's education;
- Father's education;
- Mother's labor force status;
- Mother's occupation;
- Father's labor force status;
- Father's occupation;
- Detailed income range, where the broad income range was known; and
- Detailed income range, where the broad income range was unknown.

At this point, all of the missing values had been imputed. However an exact income value was still required to construct the SES composite. The midpoint of the detailed income range was assigned for this purpose to all households.

The log of the detailed income range midpoint was then used to compute the SES composite. This value does not vary widely within the levels of the detailed income range, so the midpoint was a reasonable choice. It was used only for the purpose of computing the SES composite and was not retained in the data file.

All missing values of the SES components were imputed by the process described above. Tables 7-5 through 7-8 summarize the results.

Table 7-5. Selected statistics on imputed parental education variables, spring-fifth grade: School year 2003–04

| SES component | Total missing | Number of values filled from previous rounds | Number of values imputed by hot deck | Number of cases resolved |
|---|---|---|---|---|
| Mother's education | 159 | 108 | 51 | 159 |
| Father's education | 160 | 97 | 63 | 160 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 7-6. Selected statistics on imputed labor force status, spring-fifth grade: School year 2003–04

| Labor Force Status | Number of values filled from previous rounds | Number of values imputed by hot deck | Number of cases resolved |
|---|---|---|---|
| Mother | | | |
| Total missing | | | 106 |
| In labor force | 68 | 7 | 75 |
| Not in labor force | 26 | 5 | 31 |
| Father | | | |
| Total missing | | | 88 |
| In labor force | 66 | 13 | 79 |
| Not in labor force | 7 | 2 | 9 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 7-7. Selected statistics on imputed occupation variables, spring fifth grade: School year 2003–04

| Occupation | Number of values filled from previous rounds | Number of values imputed by hot deck | Number of cases resolved |
|---|---|---|---|
| Mother | | | |
| Total missing | | | 131 |
| Occupation | 18 | 82 | 100 |
| Not in labor force[1] | 26 | 5 | 31 |
| Father | | | |
| Total missing | | | 175 |
| Occupation | 16 | 150 | 166 |
| Not in labor force[1] | 7 | 2 | 9 |

[1] No occupation was imputed if "not in labor force" was filled from previous rounds or imputed by hot deck.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 7-8. Selected statistics on imputed detailed income range, spring-fifth grade: School year 2003–04

| SES component | Total missing | Number of values filled from previous rounds: Broad income range known | Number of values filled from previous rounds: Broad income range unknown | Number of values imputed by hot deck: Broad income range known | Number of values imputed by hot deck: Broad income range unknown | Number of cases resolved |
|---|---|---|---|---|---|---|
| Detailed income range | 883 | 786 | 97 | 84 | 13 | 883 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Once the components of the SES variable were imputed, their corresponding *z*-scores or normalized values were computed. The expression of *z*-score $z_{hi}$ for the *h*-th component in the *i*-th household is

$$z_{hi} = \frac{x_{hi} - \bar{x}_w}{se(\bar{x}_w)},$$

where

$x_{hi}$ is the value of the *h*-th SES component for the *i*-th household;
$\bar{x}_w$ is the weighted mean of $x_{hi}$; and
$se(\bar{x}_w)$ is the standard error of $\bar{x}_w$.

Thus, each component was converted to a *z*-score with mean of 0 and a standard deviation of one. For income, the component $x_i$ is the logarithm of the income for *i*-th household. The logarithm of income was used because the distribution of the logarithm of income is less skewed than the direct income values. The SES value for the *i*-th household was then computed as

$$SES_i = \frac{\sum_{h=1}^{m_i} z_{hi}}{m_i},$$

where $m_i$ is the number of nonmissing SES components for the *i*-th household. W5SESL is the continuous variable for the SES composite that ranges from –2.48 to 2.54. As described, the SES composite is the average of up to five measures, each of which was standardized to have a mean of 0 and a standard deviation of 1, hence the negative values. For analyses that require a continuous SES measure, such as multivariate regressions, W5SESL is the variable to use. A categorical SES variable (W5SESQ5) was created that contains the quintile for the value of the composite SES for the child. Quintile 1 represents the lowest SES category and quintile 5 represents the highest SES category. The quintiles were computed at the child level using the spring-fifth grade parent weights. For categorical analyses, use W5SESQ5 and the parent weight.

Note that for households with only one parent present, not all the components were defined. In these cases, SES was computed averaging the available components.

The imputed detailed income range variable (W5INCCAT) was also used to create a household-level poverty variable (W5POVRTY). Income was compared to Census poverty thresholds for 2003, which vary by household size. Table 7-9 shows the detailed income categories used in the ECLS-K parent interview for determining whether to ask a more detailed question about income to the nearest $1,000. For comparison, the table also shows weighted poverty thresholds from Census.[4] Households whose income fell below the appropriate threshold were classified as poor (see table 7-9). For example, if a household contained two members, and the household income was lower than $12,015, then the household was considered to be below the poverty threshold.

Table 7-9. ECLS-K and Census poverty thresholds for 2003: School year 2003–04

| Household size | ECLS-K income categories | Census weighted average thresholds for 2003[1] |
|---|---|---|
| 2 | Less than or equal to $15,000 | $12,015 |
| 3 | Less than or equal to $15,000 | $14,680 |
| 4 | Less than or equal to $20,000 | $18,810 |
| 5 | Less than or equal to $25,000 | $22,245 |
| 6 | Less than or equal to $25,000 | $25,122 |
| 7 | Less than or equal to $30,000 | $28,544 |
| 8 | Less than or equal to $35,000 | $31,589 |
| 9+ | Less than or equal to $40,000 | $37,656 |

[1] U.S. Census Bureau, Current Population Survey. http://www.census.gov/hhes/poverty/threshld/thresh03.html.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

#### 7.5.2.8 Parent Education (W5PARED, W5DADED, and W5MOMED)

There are three parent education composites on the file. These are W5PARED (the highest level of education for the child's parents or nonparent guardians who reside in the household), W5DADED (father's highest level of education), and W5MOMED (mother's highest level of education). The variables include both parent (birth, adoptive, step, and foster) and nonparent guardians. For example, if the child had no parents but had a guardian, the education of the guardian and his or her spouse were used in the creation of the composites if the guardian was specified as such in the relationship variable or if the guardian was the respondent/respondent's spouse and there were no other parent figures in the household.

[4] The ECLS-K provides an approximate, but not exact measure of poverty. Income category thresholds used in the parent questionnaire are similar, but not identical to those from weighted Census averages.

In spring-fifth grade, parent education level was updated from the spring-third grade composite variable value for education if it was a household that had been part of the spring-third grade round of the study. Respondents were asked if they or their corresponding parent figures, if applicable, had completed any additional grades of school or had received any diplomas or degrees (PEQ.010). If so, PEQ.020 asked what grade the parent had completed or what degree had been received. Another question, PEQ.021, verified whether the parent had a high school diploma or its equivalent, such as a GED. If there was no education information to update from spring-third grade, respondents were asked for their highest education level in PEQ.020. If this education level was less than the education level reported in a previous round, the higher education level was kept for the spring-fifth grade composite.

If both parents/guardians resided in the household, W5PARED was the highest value for education level from either the mother/guardian in W5MOMED or the father/guardian in W5DADED. If the household only had one parent or guardian, then W5PARED was equal to either W5MOMED or W5DADED depending on which parent or guardian resided with the child. If the education data for either of the parents were missing[5] it was imputed, and the composite W5PARED was created based on both the reported and imputed data.

#### 7.5.2.9 Parent Race/Ethnicity (P6HDRACE and P6HMRACE)

The composites for race/ethnicity for the parents were calculated in the same way as those for the child, except that there is not a variable that supplements parent-reported race/ethnicity with FMS data similar to the variable R6RACE for children. All data on parent race/ethnicity are derived from the parent interview. Race/ethnicity for parents is presented in the spring-fifth grade data file as a categorical race/ethnicity composite (for the father/male guardian it is P6HDRACE, and for the mother/female guardian it is P6HMRACE).

Respondents were allowed to indicate that they belonged to more than one of the five race categories (White, Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or other Pacific Islander). From these responses, a series of five dichotomous race variables were coded that indicated separately whether the respondent belonged to each of the five specified race groups. In addition, one more variable was coded for those who had simply indicated that they were

[5] Missing data were due to "refused" or "don't know" answers from respondents.

biracial or multiracial without specifying the race.[6] The dichotomous codes for each of the race variables are not provided on the spring-fifth grade file, but the composite derived from the responses is provided.

Parent race/ethnicity was obtained for all parents and spouses of respondent parents, but may or may not have been collected for a parent's boyfriend or girlfriend. For example, in a family with a birth mother and stepfather the race/ethnicity of both parents was obtained. However, in a family with a birth mother and her boyfriend, if he was not identified as a spouse or partner of the mother, the race/ethnicity of the mother was obtained but that of the boyfriend was not.

### 7.5.3 Teacher Composite Variables

Details about how two of the teacher composites, child grade level and class type, were created are provided here. All of the teacher composites are listed and described in table 7-15.

#### 7.5.3.1 Grade-Level Composite (T6GLVL)

To create the grade-level composite (T6GLVL), five possible sources of information were used: (1) reading teacher questionnaire (Q1 G6GRENRL for grade level); (2) special education teacher part B (Q2 E6ENRGR for grade level); (3) child assessment introductory section (AIQ.030 C6INGRAD); (4) child assessment closing section (ACQ.005 C6FIFTH and ACQ.010 C6GRADE, completed by interviewer), and (5) FMS information about grade level.

If conflicts existed among these five sources, the grade level indicated by the majority of the nonmissing sources was used for T6GLVL. When there were five, four, or three sources of information and three were in agreement, the grade level indicated by the three sources was taken. When there were four sources of information and only two were in agreement, the grade level indicated by the two sources in agreement was taken. When there were three sources of information and two were in agreement, the grade level indicated by the two sources in agreement was taken. When there were four or five sources of

[6] In a previous round of the study, respondents who reported they were "biracial" in the "other" category were classified as "uncodeable." These responses were reclassified as "multiracial" in spring-fifth grade.

data, and two sources indicated one option and the other two indicated another option, the grade indicated in a particular source was selected, according to the hierarchy presented below.

1. Classroom reading teacher, G6GRENRL
2. Special education teacher, E6ENRGR
3. Assessment introduction, C6INGRAD
4. Assessment closing, C6FIFTH and C6GRADE
5. FMS

In establishing this hierarchy, it was assumed that teachers have the best knowledge and that school records (on which the FMS are based) were more apt to be in error. It was also assumed that children are reliable reporters of their own grade level, so their reports are prioritized over the FMS. When equal numbers of sources are in conflict (1 vs. 1) or (2 vs. 2) or (1 vs. 1 vs. 1), the decision was made by using the information from the source highest on the list above.

One exception to this hierarchy was made. Because the FMS and AIQ grade-level information did not allow for ungraded classrooms, the FMS and AIQ information were not considered in any case in which at least one source indicated an "ungraded" classroom.

It should be noted that in spring-first grade, there was information about grade level from the student record abstract; however, there were no grade level questions in the child assessment at that time. In both spring-third and spring-fifth grades, grade level was not asked in the student record abstract, but was included as part of the child assessment instead.

It should also be noted that in spring-fifth grade, data from the reading teacher is prioritized. Although there are data about individual children in the reading, math, and science teacher questionnaires, the reading questionnaire is the only one that asks about the grade level of the child. In previous rounds of the study, there was one teacher sampled for all subjects and grade level was provided by that teacher.

#### 7.5.3.2 Class Size (G6CLSZ, M6CLSZ, N6CLSZ)

In spring-fifth grade, there are composites for class sizes of reading (G6CLSZ), mathematics (M6CLSZ), and science (N6CLSZ) classes, all of them similarly created. For example, for mathematics the totals for race/ethnicity (Q6, M6TOTRA) and sex (Q7, M6TOTGEN) were compared. If the two totals matched, the total shown by the two matching sources was used. If not, the total for the composite was set using, in order of priority, the sex and race/ethnicity total. Otherwise, the class size variable was coded as -9 (Not Ascertained). Some class sizes appear high and are likely due to teachers erroneously reporting the class sizes of all of their classes, rather than only the subject child's class.

It should be noted that the class size composites in both third grade (A5CLSZ) and fifth grade (G6CLSZ, M6CLSZ, and S6CLSZ) were used as the denominator for the composite variables that describe percent minority, percent Hispanic, percent Black, and percent Limited English Proficiency (LEP) in the classroom. In fall-kindergarten and spring-first grade, the total class size used in the calculation of these variables was based on the total number of children in the question about numbers of children by race/ethnicity. It should also be noted that in spring-third grade, a total of the class by age, in addition to the totals by sex and race/ethnicity, was used in the calculation of class size. In spring-fifth grade, teachers were no longer asked to provide age information about students in the class.

### 7.5.4 School and Class Composite Variables

Variables on school and class characteristics were constructed from the teacher and school data and the sample frame. Details on how some of the variables were created follow.

#### 7.5.4.1 School Type (S6SCTYP)

In spring-fifth grade, S6SCTYP was created as follows. Questions 5 (S6PUBLIC) (whether school is public) and 7 (S6CATHOL, S6OTHREL) (type of private school) from the School Administrator Questionnaire, along with school sample frame data, were used to create the school type composite variable. If the response to question 5 (Is this a public school?) was "Yes," then S65SCTYP was coded "public." If the response to question 7.a. (S6CATHOL) (Is your school a Catholic school?) was "Yes," then the school was coded as "Catholic." Otherwise, if the response to question 7.b.

(S6OTHREL) (Is your school private with another religious affiliation?) was "Yes," then S6SCTYP was coded as "private, other religious." Otherwise, because the skip pattern to question 7 was used only if the school was private, if the response to question 7.c. (S6NAISKL, private school accredited by NAIS), question 7.d. (S6OTHPRI, other private), question 7.e. (S6PVTSPD, special education school-primarily serves children with disabilities), or question 7.f. (S6PVTEAR, an early childhood center-school or center includes preschool and/or early elementary grades) was "Yes," then S6SCTYP was coded as "other private."

If S6SCTYP could not be coded from the School Administrator Questionnaire, reports of school type from the same school in previous rounds were used (in spring-third grade, school type was taken from a questionnaire called the school fact sheet; and the variable name was S6SCTYP; in previous rounds, school type had been asked in the school administrator questionnaire and the variable names were S4SCTYP, S3SCTYP, S2KSCTYP, and CS_TYPE2). If those sources were unavailable, a variable from the school master file (taken from the 2001–2002 Private School Survey/2003-2004 Common Core of Data frame) was used to code S6SCTYP. If S6SCTYP could not be coded, S6SCTYP was coded as -9 (Not Ascertained). If the child was schooled at home, the composite was coded as -1 (Not Applicable).

#### 7.5.4.2 Public or Private School (S6PUPRI)

S6PUPRI is a less detailed version of school type (with only two categories—public and private) and is derived from the school type composite S6SCTYP described above. In spring-fifth grade, it was created as follows. If S6SCTYP was 4 (public), then S6PUPRI was coded as public (1). If S6SCTYP was 1–3 (Catholic, other religious, other private) then S6PUPRI was coded as private (2). If S6SCTYP was coded as Not Ascertained (-9), then S6PUPRI was -9 (Not Ascertained). If S6SCTYP was coded "Not Applicable," then S6PUPRI was coded "Not Applicable."

#### 7.5.4.3 School and Grade-Level Enrollment (S6ENRLS, S6ENRL5)

There are two composite enrollment variables on the fifth-grade file: total school enrollment (S6ENRLS) and fifth-grade enrollment (S6ENRL5). Total school enrollment was created using the school enrollment variable from the school administrator questionnaire (S6ANUMCH). If this variable was missing, data for private schools were taken from the 2001–2002 Private School Survey (PSS) and data

for public schools were taken from the 2003-2004 CCD public school universe. If these were also missing, the variable was coded -9 (Not Ascertained). If the child was schooled at home, the composites were coded -1 (Not Applicable).

Fifth-grade enrollment was not obtained during data collection. The fifth-grade enrollment data for private schools came from the 2001–2002 PSS data. The enrollment data for public schools came from the 2003-2004 CCD public school universe data.

#### 7.5.4.4 Percent Minority Students in the School (S6MINOR)

The composite variable S6MINOR indicates the percentage of minority students in a school in spring-fifth grade. The composite is based on a question in the school administrator questionnaire (Q8) that was used to ask about the number or percentage of students in the following categories: Hispanic, regardless of race; Black, not of Hispanic origin; White, not of Hispanic origin; Asian or Pacific Islander; American Indian or Native Alaskan; and other. The composite was based on the sum of percentages for all categories except White, not of Hispanic origin. In some cases, the composite could not be obtained from the data because of missing data or errors. If the composite could not be derived from the data, percent minority was obtained from the CCD (for public schools) or the PSS (for private schools). If these data were missing, the composite was coded -9 (Not Ascertained). If the child was schooled at home, the composite was coded as -1 (Not Applicable).

In spring-fifth grade, as in spring-third and spring-first grades, school administrators were allowed to report their answers to the student racial composition questions as either numbers or percents, whereas in spring-kindergarten they were asked to report those answers as percents. All answers recorded as numbers in spring-fifth grade were converted to percentages for the composite variable. The sum of the answers across all categories was allowed to add within +/- 5 percent of the reported total. In a few cases, this produced answers slightly over 100 percent. These were topcoded to 100 percent.

A flag for each individual race/ethnicity variable indicates whether the answer was reported as a number or a percent.[7] Because the composite is calculated as a percent, these flags will not be needed by users unless the analyst is interested in examining how answers were reported. If the flags (S6ASNFL, S6HSPFL, S6BLKFL, S6WHTFL, S6INDFL, and S6OTHFL) were equal to 1 for each of the race variables S6ASNPCT, S6HISPPCT, S6BLKPCT, S6WHTPCT, S6INDPCT, S6OTHPCT, these 6 race/ethnicity variables were reported by the respondent as percentages.

It should be noted that the spring-fifth grade composite was created in the same way as the composites for spring-third and first grades. However, the composites from first grade forward are slightly different from the one used in spring-kindergarten (S2MINOR) because the school administrator questionnaire item that asked about the percent of minority students in the school had different response options. In spring-kindergarten, the percent of minority students was derived from answers to the school administrator questionnaire by determining the percentage of children who were either of Hispanic or Latino origin (question 14) and the percentage of children who were American Indian or Alaska Native, Asian, black or African American, or Native Hawaiian or Other Pacific Islander (question 15) to create the percent minority composite. In spring-first, third, and fifth grades, ethnicity and race were included in the same question.

#### 7.5.4.5 School Instructional Level (S6SCLVL)

The purpose of this composite is to classify schools based on the highest grade taught in the school. This composite is taken in spring-fifth grade from the School Administrator Questionnaire (Q4, S6PRKNDR, S6KINDER, S6GRADE1, S6SECOND, S6THIRD, S6FOURTH, S6FIFTH, S6SIXTH, S67TH, S68TH, S6NINTH, S6TENTH, S611TH, S612TH). The highest grade level circled on the form was determined, and the grade level was classified accordingly. If data were missing, data were used from the school master file (based on the 2001–2002 PSS and the 2003-2004 CCD) to fill in instructional level. If school master file data were unavailable for a particular school, data from previous school administrator questionnaires from spring-third grade, spring-first grade, or spring-kindergarten schools (S5SCVL,

[7] There were also other questions in the school administrator questionnaire that allowed for answers to be recorded as either a number or percent. The flags for these variables are S6ADAFLG (average daily attendance reported as number/percent), S6ASNFLG (question about Asian or Pacific Islander teachers reported as number or percent), S6HSPFLG (question about Hispanic teachers reported as number or percent), S6BLKFLG (question about black teachers reported as number or percent), S6WHTFLG (question about white teachers reported as number or percent), S6INDFLG (question about American Indian or Native Alaskan teachers reported as number or percent), and S6OTHFLG (question about teachers of other races reported as number or percent). In all cases, the final variables related to these flags are reported as percentages, but the flags indicate how the answers were originally recorded by respondents.

S4SCLVL, and S2KSCLVL) were used to determine instructional level. If those sources were also not available, S6SCLVL was coded as -9 (Not Ascertained). If the child was schooled at home, the composite was coded as -1 (Not Applicable).

In spring-third grade, this composite was taken from the school fact sheet. In other rounds of the study, it was taken from the school administrator questionnaire. Also, in spring-kindergarten and spring-first grade, if the question about grade levels in the school was left blank, another question from the school administrator questionnaire about grade levels that participated in special programs was used. If the respondent did not answer either of these questions, then school sample frame data were used to determine the value for the composite in previous rounds.

#### 7.5.4.6 School Lunch Composites (S6FLCH_I, S6RLCH_I)

The school lunch composites were computed at the school level for the set of public schools that have at least one child or parent respondent (i.e., the child has nonzero child weight, C6CW0, or nonzero child-level parent weight, C6PW0) in spring-fifth grade. There are two school lunch composites as follows:

- Percent of children eligible for free school lunch; and
- Percent of children eligible for reduced-price lunch.

The data that are used to create the school lunch composites were collected in the school administrator questionnaire (SAQ). Specifically, school principals were asked to report on the total enrollment in the school (S6ANUMCH), the number of children in the school who were eligible for free school lunch (S6ELILNC), and the number of children who were eligible for reduced-price school lunch (S6ELIRED). The percent of children eligible for free school lunch is computed as the ratio of S6ELILNC over S6ANUMCH. Likewise, the percent of children eligible for reduced-price school lunch is the ratio of S6ELIRED over S6ANUMCH.

Not all schools completed the SAQ, and among those who did, not all responded to all three questions needed to compute the school lunch composites. Therefore, there were missing values for some of the components of the school lunch composite variables. Prior to fifth grade, if the source variables have missing value, then the composites were filled in with values computed using the most recent CCD

if they are not missing from the CCD, or left missing if they are missing from the CCD. In grade five, the composites were computed as they had been in the past, but if they had missing values, they were imputed. The source variables, however, were not imputed. Table 7-10 shows the level of missing data for the school lunch composite variables among the 2,008 public schools that have child or parent respondents in the fifth grade of the ECLS-K.

Table 7-10. Public schools with missing values of the school lunch composites, spring-fifth grade: School year 2003–04

| School lunch composite | Number missing | Percent missing |
|---|---|---|
| Free lunch | 691 | 34.4 |
| Reduced-price lunch | 712 | 35.5 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

A two-stage procedure was used to impute missing values for each school lunch composite variable. First, if a school had nonmissing value of the school lunch composite in the kindergarten, first-grade, or third-grade year, missing values for the spring-fifth grade school lunch composites were filled in with values from the previous years. The rationale for this approach was that the best source of data for a school was the data from a previous year.

Second, data still missing after this initial step were imputed using a hot deck methodology. Imputation cells were created using the Title I status of the school and the school latitude and longitude. The Title I status is a derived variable using the data on whether the school received Title I funds (S6TT1) and whether Title I funds were targeted or used school-wide (S6TT1TA), both collected in the SAQ. If these two variables have missing values for fifth grade, then data the most recent available data (from third grade or first grade or kindergarten) were used. If these data were missing from the SAQ for all rounds, then the information from the most recent CCD (2002-03) was used.

The resolution of cases having missing data is shown for each school lunch composite in table 7-11 (for schools) and table 7-12 (for children). Schools that were imputed by hot deck are generally transfer schools with few sample children in those schools. This is reflected in tables 7-11 and 7-12 where the percent of children with hot deck values of the school composites is much smaller than the percent of schools with hot deck values of the school composites.

Table 7-11. Imputation of school lunch composites at the school level, spring-fifth grade: School year 2003–04

| School lunch composite | Number missing | Values from previous round | | Imputed by Hot deck | |
|---|---|---|---|---|---|
| | | n | Percent | n | Percent |
| Free lunch | 691 | 256 | 37.0 | 435 | 63.0 |
| Reduced-price lunch | 712 | 265 | 37.2 | 447 | 62.8 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 7-12. Results of imputation of school lunch composites at the child level, spring-fifth grade: School year 2003–04

| School lunch composite | Number missing | Values from previous round | | Imputed by Hot deck | |
|---|---|---|---|---|---|
| | | n | Percent | n | Percent |
| Free lunch | 2,545 | 1,777 | 69.8 | 768 | 30.2 |
| Reduced-price lunch | 2,601 | 1,819 | 69.9 | 782 | 30.1 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Since children were designated as eligible for either free lunch or reduced-price lunch but not for both services, the two school lunch composites should sum to no more than 100 percent. A very small number of schools (less than 2 percent) had imputed values of the two school lunch composites summing to more than 100 percent. These values came from two sources: (1) from values reported by the school in another year, or (2) from the hot-deck imputation. The reporting error has been present in all rounds of the ECLS-K, and the decision was to keep the reported values in the data file. If the erroneous values came from the hot-deck imputation, then they were corrected so that the two school lunch composites do not add to more than 100 percent.

#### 7.5.4.7 School Year Start and End Dates (S6SCHBDD, S6SCHBMM, S6SCHBYY, S6SCHEDD, S6SCHEMM, S6SCHEYY)

The composite for school year start and end dates was taken from the school administrator questionnaire (Q10, S6SYRSMM, S6SYRSDD, S6SYRSYY, S6SYREMM, S6SYREDD, S6SYREYY). If those data were missing, the values were taken from the FMS. In spring-fifth grade, the answers for the

starting date, year (S6SCHBYY) and the ending date, year (S6SCHEYY) had already been filled in for the school administrator when he or she received them. For this reason, the starting date, year was always 2003 and the ending date year was always 2004. This was done to prevent errors.

| | |
|---|---|
| S6SCHBDD | S6 School Year Starting Date, Day |
| S6SCHBMM | S6 School Year Starting Date, Month |
| S6SCHBYY | S6 School Year Starting Date, Year |
| S6SCHEDD | S6 School Year Ending Date, Day |
| S6SCHEMM | S6 School Year Ending Date, Month |
| S6SCHEYY | S6 School Year Ending Date, Year |

It should be noted that in spring-third grade, the question about school year starting and ending dates was in the school fact sheet. Also, in spring-first grade and spring-kindergarten the composites for school year start and end dates were created differently because they were based on different questions. The question was in the student record abstract rather than the school fact sheet and was based on responses to multiple questions about start and end dates for school terms (e.g., semesters, trimesters). Composite variable names in past rounds started with a "L" prefix in spring-third grade (this was the prefix for the school fact sheet), and a "U" prefix in spring-first grade and spring-kindergarten (this was the prefix for the student record abstract). If the start and end dates varied for children in the same school, the composite was created by using the school start and end dates reported for the majority of children in a school. Because school start and end dates were only collected once in both the spring-third grade and spring-fifth grade, discrepancies in questionnaire reports for children in the same school were not an issue.

### 7.5.5 Student Record Abstract and FMS Composite Variables

The composite variables created from FMS data and the student record abstract follow.

#### 7.5.5.1 Year-Round Schools (F6YRRND)

This composite was created using data from the FMS. The FMS flag was "1" if the child was in a year-round school. The values for the year-round school composite variable are 1 (Year round school) and 2 (Not year round school). If the child was schooled at home, the composite was coded as -1 (Not Applicable).

#### 7.5.5.2 Indicator of Whether Child Received Special Education Services (F6SPECS)

The composite variable F6SPECS indicates whether or not the child received special education services in the spring of fifth grade, based on the presence or absence of a link to a special education teacher in the FMS. The values are 1 if the child received special education services, 2 if the child did not receive special education services, and -9 if the link was missing between the child and his or her teacher in the FMS.

#### 7.5.5.3 Indicator of Whether Child Has an Individualized Education Plan (IEP) on Record at School (U6RIEP)

The variable U6RIEP indicates whether or not the child had an IEP or Individualized Family Service Plan (IFSP) on record at his/her school or another school in the spring of fifth grade. This information was recorded on the student record abstract. The values for the variable are 1 (child has an IEP/IFSP on record at his or her school or at another school) and 2 (child does not have an IEP/IFSP on record at his or her school). If the information was missing, U6RIEP was coded as -9 (Not Ascertained).

### 7.5.6 Parent Identifiers and Household Composition (P6DADID, P6MOMID, P6HPARNT, P6HDAD, P6HMOM, P6HFAMIL, P6MOMTYP, P6DADTYP)

The construction of parent identifiers and the household composition variables from the parent interview data was a two-step process. First, individuals identifying themselves as the child's mother/father were located within the household roster, and the type of their relationship to the child (biological, adoptive, foster, step, partner of parent, or unknown) was established. For households

containing more than one father or mother, a hierarchy was used to designate the "current," or residential, parent of each gender. The biological parent, if present, was always the current mother or father. In the absence of a biological parent, the current mother/father designation was assigned to the adoptive, step, foster/guardian, partner, or "unknown-type" parent. If there were more than one father or mother of the same type, the one with the lower person number on the household roster was selected. Person number refers to the number each household member has on the roster list. Household members are listed in the order they are reported by the respondent. Information about parents in the household, along with household size and presence or absence of grandparents, siblings, and other relatives was used to construct the household composition variables P6HPARNT, P6HDAD, P6HMOM, and P6HFAMIL and parent-type variables P6MOMTYP, and P6DADTYP.

After the residential parents were identified and the composite variables were constructed, in any household without a parent, the household respondent (and his or her spouse/partner, if applicable) was assigned as a "parent figure." Parent demographic variables (including age, race/ethnicity, and education) were then constructed for all parents/parent figures. It should be noted, however, that these parent figures were not defined as parents (meaning biological, step-, adoptive, or foster) in the construction of the household composition composite variables described earlier. For example, for P6HFAMIL, composite values are as follows:

- 1=two parents and sibling(s)
- 2=two parents, no siblings
- 3=one parent and sibling(s)
- 4=one parent, no siblings
- 5=other

Parent figures were placed in the "other" category for this composite. Likewise, for the composite P6HPARNT, parent figures were placed in categories 8 or 9 for related and unrelated guardians, respectively. Similarly, parent figures were included in the category "no resident mother" for P6HMOM and "no resident father" for P6HDAD. Thus, although persons reported as children's parent/guardians and the spouses/partners of the parent/guardians are included in the definitions of all the household composites, individuals later identified as parent figures in households in which no parents are present are not considered to be parents in the coding of the household composites.

Some parent-specific variables do include persons who were later identified as parent figures. These are as follows (variables for fathers are listed below but those for mothers are created in the same way):

- P6DADID (Household roster number of resident father, male guardian, or father figure);
- P6HDAGE (Age of resident father, male guardian, or father figure);
- P6HDRACE (Race and ethnicity of the father, male guardian, or father figure in the household);
- P6HDEMP (The employment status of the father, male guardian, or father figure in the household);
- P6DADOCC (Father, male guardian, or father figure's occupation);
- W5DADED (The father, male guardian, or father figure's highest level of education); and
- W5DADSCR (Father, male guardian, or father figure's occupation prestige score).

It should be noted that because the composite construction identifies only one resident mother or one resident father, same sex parents are not readily identified in the composites themselves. Two approaches can be used to identify these couples. First, the user should search the relationship variables (P6REL_1, etc.) to identify households in which more than one person is identified as a father/mother to the focal child. Second, since not all same-sex partners identify themselves as "mother" or "father" to the focal child, the user should also search for households in which the respondent (identified by P6PER_1, etc.) is the child's parent and the respondent's spouse/partner (identified from P6SPOUSE) is the same sex as the respondent.

There are two sections in the parent interview that asked questions specific to the parent-figure:

- PEQ, Parent education
- EMQ, Employment

Each of these sections was completed during the parent interview for up to two parents or parent-figures. To indicate which household member or members were the subject of each section, "pointer" variables that hold the original number of the household member on the household roster were

used. To illustrate how the pointer variables work, suppose there is a household with both a mother and a father who were listed third and fourth in the household roster. If household member #3, the mother, was the first person to receive the PEQ education section, then the pointer variable P6EDUP1 will equal "3." The answers to the education questions for the mother will be contained in interview items in this section that end with the suffix "_1" (e.g., P6NDEG_1, P6DEGT_1, P6ENR_1, etc.). The suffix "_1" indicates that the data are for the first subject of the questions. Similarly, if household member #4, the father, was the second person to receive the PEQ education section, then the pointer variable P6EDUP2 will equal "4." The answers to the education questions for the father will be contained in interview items in this section that end with the suffix "_2" (e.g., P6NDEG_2, P6DEGT_2, P6ENR_2, etc.). The suffix "_2" indicates that the data are for the second subject of the questions. Table 7-13 identifies the pointer variables.

### 7.5.7 Industry and Occupation Codes Used in ECLS-K

This section describes the aggregated categories that were used for coding occupation in the ECLS-K.

**1. Executive, Administrative, and Managerial Occupations**

This category includes senior-level and middle management occupations and occupations that directly support management. Senior-level managers are persons concerned with policymaking, planning, staffing, directing, and/or controlling activities. Middle managers include persons who plan, organize, or direct and/or control activities at the operational level. Workers in this category are not directly concerned with the fabrication of products or with the provision of services. Other officials and administrators include consultants, library directors, custom house builders, and location managers. Legislators are also included in this category.

**2. Engineers, Surveyors, and Architects**

The category includes occupations concerned with applying principles of architecture and engineering in the design and construction of buildings, equipment and processing systems, highways and roads, and land utilization.

Table 7-13. Pointers to parent figure questions, spring-fifth grade: School year 2003–04

| Person pointer | | Interview item | |
|---|---|---|---|
| P6EDUP1 | P6 PEQ010–060 HH PERSON POINTER 1 | P6NDEG_1 | P6 PEQ010 PERS 1 COMPLETED NEW DEGREE |
| | | P6DEGT_1 | P6 PEQ020 PERS 1 DEGREE TYPE COMPLETED |
| | | P6ENR_1 | P6 PEQ030 IF PERS 1 ENROLLED IN COURSES |
| | | P6FPT_1 | P6 PEQ040 PERS 1 COURSE FULL/PART TIME |
| | | P6TRN_1 | P6 PEQ050 IF PERS 1 GETS JOB TRAINING |
| | | P6HRTR_1 | P6 PEQ060 PERS 1 HR/WK SPEND ON TRAINING |
| P6EDUP2 | P6 PEQ010–060 HH PERSON POINTER 2 | P6NDEG_2 | P6 PEQ010 PERS 2 COMPLETED NEW DEGREE |
| | | P6DEGT_2 | P6 PEQ020 PERS 2 DEGREE TYPE COMPLETED |
| | | P6ENR_2 | P6 PEQ030 PERS 2 ENROLLED IN COURSES |
| | | P6FPT_2 | P6 PEQ040 PERS 2 COURSE FULL/PART TIME |
| | | P6TRN_2 | PR PEQ050 IF PERS 2 GETS JOB TRAINING |
| | | P6HTR_2 | PR PEQ060 PERS 2 HR/WK SPEND ON TRAINING |
| P6EMPP1 | P6 EMQ010–150 HH PERSON POINTER 1 | P6CHJB_1 | P6 EMQ010 PERS 1 CHNGD JOB SNC SPR 2002 |
| | | P6PAY_1 | P6 EMQ020 PERS 1 HAD PAID JOB LAST WEEK |
| | | P6VAC_1 | P6 EMQ030 IF PERS 1 ON LEAVE PAST WEEK |
| | | P6JOB_1 | P6 EMQ040 PERSON 1 NUMBER OF ALL JOBS |
| | | P6HRS_1 | P6 EMQ050 PERSON 1 HOURS/WK AT ALL JOBS |
| | | P6LOK_1 | P6 EMQ060 PERS 1 SOUGHT JOB LAST 4 WEEKS |
| | | P6DO1_1 | P6 EMQ070 PERS 1 CHKD W/PUB EMPL AGENCY |
| | | P6DO2_1 | P6 EMQ070 PERS 1 CHKD W/PRIV EMP AGENCY |
| | | P6DO3_1 | P6 EMQ070 PERS 1 CHKD W/EMPLOYER DIRECTLY |
| | | P6DO4_1 | P6 EMQ070 PERS 1 CHKD W/FRIENDS & REL |
| | | P6DO5_1 | P6 EMQ070 PERS 1 PLACED OR ANSWERED ADS |
| | | P6DO6_1 | P6 EMQ070 PERS 1 READ WANT ADS |
| | | P6DO7_1 | P6 EMQ070 PERS 1 DID SOMETHING ELSE |
| | | P6DOW_1 | P6 EMQ080 WHAT PERSON 1 DOING LAST WEEK |
| | | P6TAK_1 | P6 EMQ100 PERS 1 JOB AVAILABLE LAST WEEK |
| | | P6OCC_1 | P6 EMQ130–50 1ST PERSON OCCUPATION CODE |
| P6EMPP2 | P6EMQ010–150 HH PERSON POINTER 2 | P6CHJB_2 | P6 EMQ010 PERS 2 CHNGD JOB SNC SPRING 2002 |
| | | P6PAY_2 | P6 EMQ020 PERS 2 HAD PAID JOB LAST WEEK |
| | | P6VAC_2 | P6 EMQ030 IF PERS 2 ON LEAVE PAST WEEK |
| | | P6JOB_2 | P6 EMQ040 PERSON 2 NUMBER OF ALL JOBS |
| | | P6HRS_2 | P6 EMQ050 PERSON 2 HOURS/WK AT ALL JOBS |
| | | P6LOK_2 | P6 EMQ060 PERS 2 SOUGHT JOB LAST 4 WEEKS |
| | | P6DO1_2 | P6 EMQ070 PERS 2 CHKD W/PUB EMPL AGENCY |
| | | P6DO2_2 | P6 EMQ070 PERS 2 CHKD W/PRIV EMP AGENCY |
| | | P6DO3_2 | P6 EMQ070 PERS 2 CHKD W/EMPLOYER DIRECTLY |
| | | P6DO4_2 | P6 EMQ070 PERS 2 CHKD W/FRIENDS & REL |
| | | P6DO5_2 | P6 EMQ070 PERS 2 PLACED OR ANSWERED ADS |
| | | P6DO6_2 | P6 EMQ070 PERS 2 READ WANT ADS |
| | | P6DO7_2 | P6 EMQ070 PERS 2 DID SOMETHING ELSE |
| | | P6DOW_2 | P6 EMQ080 WHAT PERSON 2 DOING LAST WEEK |
| | | P6TAK_2 | P6 EMQ100 PERS 2 JOB AVAILABLE LAST WEEK |
| | | P6OCC_2 | P6 EMQ130–50 2ND PERSON OCCUPATION CODE |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

**3. Natural Scientists and Mathematicians**

This category includes those engaged primarily in the application of scientific principles to research and development. Natural scientists are those in the physical sciences (e.g., chemistry, physics) and the life sciences (e.g., biology, agriculture, medicine). In addition, this category includes those in computer science, mathematics (including statistics), and operations research.

**4. Social Scientists, Social Workers, Religious Workers, and Lawyers**

This category includes occupations concerned with the social needs of people and in basic and applied research in the social sciences.

**5. Teachers: College, University, and Other Postsecondary Institution; Counselors, Librarians, and Archivists**

This category includes those who teach at higher education institutions and at other postsecondary (after high school) institutions, such as vocational institutes. In addition, vocational and educational counselors, librarians, and archivists are included here.

**6. Teachers, except Postsecondary Institution**

This category includes prekindergarten and kindergarten teachers, elementary and secondary teachers, special education teachers, instructional coordinators, and adult education teachers (outside postsecondary).

**7. Physicians, Dentists, and Veterinarians**

This category includes health care professionals who diagnose and treat patients. In addition to physicians, dentists, and veterinarians, this category includes optometrists, podiatrists, and other diagnosing and treating professionals, such as optometrists, podiatrists, chiropractors, hypnotherapists, and acupuncturists.

**8. Registered Nurses, Pharmacists, Dieticians, Therapists, and Physician's Assistants**

This category includes occupations concerned with the maintenance of health, the prevention of illness and the care of the ill through the provision and supervision of nursing care; compounding drugs, planning food service or nutritional programs; providing assistance to physicians; and the provision of therapy and treatment as directed by physicians.

**9. Writers, Artists, Entertainers, and Athletes**

This category includes occupations concerned with creating and executing artistic works in a personally interpreted manner by painting, sculpturing, drawing, engraving, etching, and other methods; creating designs for products and interior decorations; designing and illustrating books, magazines, and other publications;

writing; still, motion picture and television photography/filming; producing, directing, staging, acting, dancing, singing in entertainment; and participating in sports and athletics as a competitor or player and administering and directing athletic programs.

**10. Health Technologists and Technicians**

This category includes occupations concerned with providing technical assistance in the provision of health care. For example, clinical laboratory technologists and technicians, dental hygienists, radiologic technicians, licensed practical nurses (LPNs), and other health technologists are included here.

**11. Technologists and Technicians, except Health**

This category includes those providing technical assistance in engineering and scientific research, development, testing, and related activities, as well as operating and programming technical equipment and systems.

**12. Marketing and Sales Occupations**

This category includes occupations involving selling goods or services, purchasing commodities and property for resale, and conducting wholesale or retail business.

**13. Administrative Support Occupations, including Clerks**

This category includes occupations involving preparing, transcribing, transferring, systematizing, and preserving written communications and records; collecting accounts; gathering and distributing information; operating office machines and data processing equipment; operating switchboards; distributing mail and messages; and other support and clerical duties such as bank teller, data entry keyer, etc.

**14. Service Occupations**

The category includes occupations providing personal and protective services to individuals, and current maintenance and cleaning for building and residences. Some examples include food service, health service (e.g., aides or assistants), cleaning services other than household, and personal services.

**15. Agricultural, Forestry, and Fishing Occupations**

This category is concerned with the production, propagation (breeding/growing), gathering, and catching of animals, animal products, and plant products (timber, crop, and ornamental); the provision of services associated with agricultural production; and game farms, fisheries, and wildlife conservation. “Other agricultural and related occupations” include occupations concerned with the production and propagation of animals, animal products, plants, and products (crops and ornamental).

**16. Mechanics and Repairers**

Mechanics and repairers are persons who do adjustment, maintenance, part replacement, and repair of tools, equipment, and machines. Installation may be included if installation is usually done in conjunction with other duties of the repairers.

**17. Construction and Extractive Occupations**

This category includes occupations that normally are performed at a specific site, which will change over time, in contrast to production workers, where the work is usually at a fixed location. Construction workers include those in overall construction, brickmasons, stonemasons, carpenters, electricians, drywall installers, paperhangers and painters, etc. Extractive occupations include oil well drillers, mining machine operators, and so on.

**18. Precision Production Occupations**

Precision production includes occupations concerned with performing production tasks that require a high degree of precision or attainment of rigid specification and operating plants or large systems. Examples are tool and die makers, pattern and model makers, machinists, jewelers, engravers, and so on. Also included are some food-related occupations including butchers and bakers. Plant and system operators include water and sewage, gas, power, chemical, petroleum, and other plant or system operators.

**19. Production Working Occupations**

This category includes occupations concerned with setting up, operating, and tending of machines and hand production work usually in a factory or other fixed place of business.

**20. Transportation and Material Moving Occupations**

This category includes occupations concerned with operating and controlling equipment used to facilitate the movement of people or materials and the supervising of those workers.

**21. Handlers, Equipment Cleaners, Helpers, and Laborers**

This category includes occupations that involve helping other workers and performing routine nonmachine tasks. A wide variety of helpers, handlers, etc., are included in this category. Examples include construction laborers, freight, stock, and material movers, garage and service station related occupations, parking lot attendants, and vehicles washers and equipment cleaners.

**22. Unemployed, Retired, Disabled, or Unclassified Workers**

This category includes persons who are unemployed, have retired from the work force, or are disabled. It also includes unclassified occupations that do not fit in the categories above (e.g., occupations that are strictly military, such as "tank crew member" and "infantryman").

## 7.6 Methodological Variables

To facilitate methodological research, eleven variables are included on the fifth-grade data file. The identifiers for parent interview work area (F6PWKARE), parent interviewer (F6PINTVR), child assessment work area (F6CWKARE), and child assessor (F6CASSOR) were extracted from the field management system.

Start and end times for both the child assessment (C6ASMSTM, C6ASMETM) and the parent interview (P6INTSTM, P6INTETM) were created from the keystroke-by-keystroke record of each parent interview and child assessment in the Blaise data. All four are text variables in the form *MM/DD/YY hour:minute:second AM/PM*. It should be noted that there may be more than one attempt to complete an interview or assessment, and those attempts could span several days. For example, an interviewer could begin a parent interview on one evening, and complete the remainder of the interview several days later. For this reason, variables to indicate the number of attempts necessary to complete the parent interview (P6ATTMPT) and the number of attempts necessary to complete the child assessment (C6APPMPT) have also been included on the file.

Finally, an indicator variable (F6PREFCV, Parent Interview Refusal Conversion) was created to flag cases that had, at any time, refused to respond to the parent interview but later agreed to participate. The values for F6PREFCV are 1=YES (refused but were converted to be a participant) and 2=NO (did not refuse).

## 7.7 Children Who Changed Schools

There are several variables in the file that can be used to determine if a child moved to a different school between rounds or moved to a different school during the fifth-grade data collection period.

### 7.7.1 Children Who Changed Schools During Fifth-Grade Data Collection

The variable S6_ID is a school identification number that indicates which school the child was in at the end of the fifth-grade data collection. There is another school ID variable, S6_ST_ID that indicates where the child was at the beginning of the round. By comparing school ID variables, users can determine whether the child physically moved from one school to another during round 6. For the vast majority of the children these two variables will be identical but, for those that moved during the data collection period, they will be different. If it was not known where the child was at the beginning or the end of the round, the scheme shown in table 7-14 for assigning ID numbers was used.[8]

Table 7-14. Case status and school ID numbers for children not followed or located, spring-fifth grade: School year 2003–04

| Case status | S6_ID/S6_ST_ID |
|---|---|
| **Not in the United States.** The student now lives outside the U.S. | 9993 |
| **Deceased.** Information about the student indicates that he/she is deceased. | 9994 |
| **Unlocatable.** Field staff were unable to locate a transfer student in his/her new school. | 9995 |
| **End of field period.** Information on the transfer student's new school was identified too late in the field period for the case to be re-fielded for the assessment. | 9996 |
| **Moved to nonsampled PSU.** The transfer student enrolled in a school that was outside of ECLS-Ks sampled PSUs; field staff did not attempt to collect the assessment but did attempt to collect the parent interview. | 9997 |
| **Do not follow.** The transfer student was flagged by the statisticians as "do not follow" because of subsampling of transfer students due to cost constraints. If the child moved from his/her original school, field staff did not "follow" him or her to the new school and did not collect a child assessment or parent interview. | 9998 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

[8] It should be noted that there were some children who could not be located during the field period for the beginning of the round but were located during the field period for the end of the round. Children who could not be located at the beginning of the round but who were located and enrolled in sampled schools at the end of the round will have S6_ST_ID values that begin with 999 and S6_ID values that are ID numbers for schools. Others who could not be located at the beginning or end round have 999 codes for both S6_ST_ID and S6_ID.

### 7.7.2 Children Who Changed Schools Between Rounds (R6DEST, R6R5SCHG)

Children moved between schools for a variety of reasons, but one factor was that a school terminated before the fifth grade and most of the students went to fifth grade at another school. This is known as a "destination school" and the move is known as a "destination move." Destination schools were schools for which it was determined before data collection that at least four ECLS-K children would move into them from a school that ended before the fifth grade or a school that had closed. The variable on the file that indicates destination moves is R6DEST (moved to a spring-fifth grade destination school).

It should be noted that the destination school may also have been an originally sampled school; in this case, the school was a destination school only for the new students, not for the originally sampled students. The variable R6DEST was set to 1 (True) if a child made a school change and destination move to a spring-fifth grade destination school. If a child did not move to a spring-fifth grade destination school or did not move between schools at all, the composite is coded 0 (False). If the data are missing about whether the move was a destination move, the composite was coded -9 (Not Ascertained). If the child was schooled at home, the composite was coded as -1 (Not Applicable).

Another variable on the file that will be of interest to users examining school change is R6R5SCHG (school type change between spring-third grade and spring-fifth grade). It is used in the creation of R6DEST (R6R5SCHG must indicate a school change for R6DEST to be set to "1") and indicates whether the child changed schools and, if so, the school type of the previous and the new school (e.g., whether the change was from public to private school, private to private school, etc.). R6R5SCHG is created by comparing the school IDs from spring-third grade and spring-fifth grade for children who were in the spring-third grade data collection. A difference in IDs indicated a change. If there was no difference in IDs, R6R5SCHG was coded 1 (child did not change schools). For children who changed schools, the spring-third grade school type variable S5SCTYP was compared to the spring-fifth grade school type variable S6SCTYP. Categories were assigned as appropriate (2 = child transferred from public to public; 3 = child transferred from private to private; 4 = child transferred from public to private; 5 = child transferred from private to public; and 6 = child transferred, other). Category six was used for those children who transferred schools, but school type was unknown. Children who were not in the spring-third grade data collection were coded -9, "Not Ascertained" on R6R5SCHG. Children who were homeschooled in spring-third grade or spring-fifth grade were coded -1, "Not Applicable" for R6R5SCHG.

► *Please note that the last two columns of table 7-15 in section 7.8 contain information that is file specific. Information for the restricted-use file is contained in the second to last column while information for the public-use and the K–5 longitudinal files is contained in the last column of table 7-15.*

## 7.8 Composite Table

Table 7-15 describes the composite and derived variables that are on the ECLS-K child catalog. Note that a few of the variables specified in the "derived from" column are intermediary variables that were not included in the final data set. An example of an intermediary variable is the child gender variable from parent questionnaires prior to spring-fifth grade, CHILDGEN. If this variable was missing, or had conflicting information across rounds of the study, information about gender was used from the field management system (FMS) or child report. The variable CHILDGEN is not included in the final data set, but the composite R6GENDER is included. Other intermediary variables are taken from either the FMS or the school master file and are not included on the data file.

The "derived from" column also contains the item numbers from the questionnaire, which help in identifying the items used in the creation of these composites. This information allows a user to decide whether to use the composite based on how it was defined.

Some variables in table 7-15 have been recoded or suppressed. Reasons for these data changes are discussed in section 7.9. All values for variables in the public use file are shown in the last column of table 7-15, including those that were recoded.

► *Please note that the following section (7.9) applies to the fifth-grade public-use file and to the K–5 longitudinal file. It does not apply to the fifth-grade restricted-use file.*

## 7.9 Masked Variables

All the variables from the ECLS-K restricted-use data file are included in the same order on the ECLS-K public-use data file. For some of the variables, certain categories were modified. The value labels for those masked variables were updated from the restricted-use variables to reflect the new categories that were created during the masking process.

There are three types of modifications on the public-use data file.

- Outliers are top- or bottom- coded to prevent identification of unique schools, teachers, parents, and children without affecting overall data quality.
- Variables with too few cases and a sparse distribution are suppressed in the public-use data file. The values for these variables were set to -2 and labeled "suppressed" in the ECB.
- Certain continuous variables are modified into categorical variables, and certain categorical variables have their categories collapsed in the public-use data file. While this protects the cases from a disclosure risk, these variables can still be used in all different kinds of analysis such as logistic regression analysis.

In addition to these modifications, other procedures were used in all data files (restricted-use, public-use, and kindergarten–fifth grade longitudinal) to modify data based on the disclosure analysis NCES conducted in order to protect the identity of the respondents and children. Certain schools identified as at risk for disclosure had a 5 to 10 percent noise introduced in those variables that posed a risk for disclosure. Also, for one group of variables values were modified by "data swapping." This process removes a reported value and replaces it with a reported value from a different respondent for a subset of the records.

There is a comment field in the variable frequency distribution view screen of the electronic codebook that displays a comment for each masked variable indicating whether the variable from the restricted-use file has been recoded or suppressed in the public-use file. Variables that were recoded in any way during the data masking process display the comment, "These data recoded for respondent confidentiality." Variables that were suppressed on the public-use file for protection of the respondent or child from identification display the comment, "These data suppressed for respondent confidentiality" and all values for the variable are set to equal –2 for that variable.

Table 7-16 presents the list of the masked variables. The table displays the variable name, variable label, and the comment displayed in the electronic codebook indicating if the variable was recoded or suppressed. The table is sorted sequentially by the variable Field ID (see section 8.3.1.1 for how to use the variable Field ID.)

All variables from the special education teacher questionnaire part A (i.e., all variables with the prefix D6), from the special education teacher questionnaire part B (i.e., all variables with the prefix E6), and from the student record abstract (i.e., all variables with the prefix U6) have been

suppressed in the fifth-grade public-use file. Included in this group of suppressed variables are all teacher and school identifiers, which have last two characters “ID” and prefix D6, E6, or U6.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 1 | R6AGE | Child | Child's age in months at the time the direct child assessment occurred. | R6DOBMM, R6DOBDD, R6DOBYY (composites) or previous round date of birth variables if child was not in round 5, assessment date (taken from assessment audit trails) | Continuous | Recoded to the following:<br>1=Less than 126,<br>2=126 to less than 132,<br>3=132 to less than 138,<br>4=138 to less than 144,<br>5=144 or more |
| 2 | R6GENDER | Child | Child's gender | R6GENDER, CHILDGEN (INQ016 from previous parent interview, not delivered), FMS (variable not delivered), GENDER (composite from previous rounds)<br><br>*Note: In spring-fifth grade, gender was no longer collected in the parent interview or child assessment.* | 1=Male; 2=Female | 1=Male; 2=Female |
| 3 | R6DOBMM | Child | Child date of birth month | R6DOBMM, DOBMM, CHILDDOB (not delivered) from first data collection in which reported in parent interview, and FMS date of birth variable<br><br>*Note: In spring-fifth grade, date of birth was no longer collected in the parent interview or child assessment.* | 1–12 | 1–12 |
| 4 | R6DOBDD | Child | Child's date of birth day | R6DOBDD, DOBDD, CHILDDOB (not delivered) from first data collection in which reported in parent interview, and FMS date of birth variable<br><br>*Note: In spring-fifth grade, date of birth was no longer collected in the parent interview or child assessment.* | 1–31 | 1–31 |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 5 | R6DOBYY | Child | Child's date of birth year | W3RACETH, W1RACETH, WKRACETH (composites)<br><br>*Note: In spring-fifth grade, race or ethnicity of the focal child was no longer collected in the parent interview.* | 1990–1995 | Recoded to a minimum value of 1992 and a maximum value of 1993 |
| 6 | W5RACETH | Child | Race and ethnicity of the focal child | W3RACETH, W1RACETH, WKRACETH (composites)<br><br>*Note: In spring-fifth grade, race or ethnicity of the focal child was no longer collected in the parent interview.* | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than 1 race, non-Hispanic | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than 1 race, non-Hispanic |
| 7 | R6RACE | Child | Child race and ethnicity | W5RACETH, W3RACETH, W1RACETH, WKRACETH, RACE from previous round (composites), C_RACE (FMS, not delivered), HI_PSU (FMS, not delivered))<br><br>*Note: In spring-fifth grade, race or ethnicity of the focal child was no longer collected in the parent interview.* | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than 1 race, non-Hispanic | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than 1 race, non-Hispanic |
| 8 | W5AMERIN | Child | Child is American Indian or Alaska Native | W3AMERIN, W1AMERIN, WKAMERIN (composites) | 1=Yes, 2=No | 1=Yes, 2=No |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 9 | W5ASIAN | Child | Child is Asian | W3ASIAN, W1ASIAN, WKASIAN (composites) | 1=Yes, 2=No | 1=Yes, 2=No |
| 10 | W5BLACK | Child | Child is African American | W3BLACK, W1BLACK, WKBLACK (composites) . | 1=Yes, 2=No | 1=Yes, 2=No |
| 11 | W5PACISL | Child | Child is Native Hawaiian or other Pacific Islander | W3PACISL, W1PACISL, WKPACISL (composites) | 1=Yes, 2=No | 1=Yes, 2=No |
| 12 | W5WHITE | Child | Child is white | W3WHITE, W1WHITE, WKWHITE (composites) | 1=Yes, 2=No | 1=Yes, 2=No |
| 13 | W5MT1RAC | Child | Child is more than one race | W3MT1RAC, W1MT1RAC, WKMT1RAC (composites) | 1=Yes, 2=No | 1=Yes, 2=No |
| 14 | W5HISP | Child | Child is Hispanic | W3HISP, W1HISP, WKHISP (composites) | 1=Yes, 2=No | 1=Yes, 2=No |
| 15 | C6BMI | Child | Child's spring-fifth grade body mass index | C6HEIGHT, C6WEIGHT (composites) | Continuous | Continuous |
| 16 | C6HEIGHT | Child | Child's spring-fifth grade composite height | C6HGT1, C6HGT2 | Continuous | Continuous |
| 17 | C6WEIGHT | Child | Child's spring-fifth grade composite weight | C6WGT1, C6WGT2 | Continuous | Continuous |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 18 | P6DISABL | Child | Child has a disability | P6DIAGNO (CHQ050), P6PROFFD (CHQ110), P6COMMU2 (CHQ170), P6DIFFH3 (CHQ210), P6VISIO2 (CHQ300), P6CORREC (CHQ316), P6RSVTSY (CHQ520), P6DIABEH (CHQ335), P6DIAEMO (CHQ360) P6DGNATT (CHQ.060) P6DGNACT (CHQ.120) P6DGNBEH (CHQ.337) P6DGNEMO (CHQ.365) P6BESTEY (CHQ.320)<br><br>*Note: In spring-fifth grade, stem questions asked if the child ever had a disability rather than whether they had a disability since the last round of data collection as had been asked in round 5. Also, the spring-fifth grade composite excludes cases that have a diagnosis, but the diagnosis was "no problem," excludes cases with correctable vision, and includes cases that have vision problems such that the child's best eyesight allows him or her to see large print in books, form and/or color of objects but not detail, shadows, lights, or the child sees no light or has no light perception.* | 1=Yes, 2=No | 1=Yes, 2=No |
| 19 | P6CARNOW | Child | Focal child is currently receiving any nonparental care | P6RELNOW (CCQ.010), P6NRNOW (CCQ.150), P6CTRNOW (CCQ.260) | 1=Yes, 2=No | 1=Yes, 2=No |
| 20 | P6HRSNOW | Child | Total number of hours per week the focal child currently spends in all nonparental child care | P6RHRS (CCQ.090), P6NHRS (CCQ.190), P6CHRS (CCQ.355), P6RELNOW (CCQ.010), P6RELNUM (CCQ.060), P6RHROTH (CCQ.140), P6NRNOW (CCQ.150), P6NRNUM (CCQ.165), P6NHROTH (CCQ.250), P6CTRNOW (CCQ.260), P6CTRNUM (CCQ.325), P6CHROTH (CCQ403), P6RWEEK (CCQ.080), P6NWEEK (CCQ.180), P6CWEEK (CCQ.340) | Continuous | Continuous |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 21 | P6NUMNOW | Child | Total number of all types of care arrangements the focal child currently has on a regular basis | P6RELNUM (CCQ.060), P6NRNUM (CCQ.165), P6CTRNUM (CCQ.325), P6RELNOW (CCQ.010), P6NRNOW (CCQ.150), P6CTRNOW (CCQ.260) | Continuous | Continuous |
| 22 | P6PRIMNW | Child | Primary, regular, nonparental child care arrangement in which the child currently spends the most hours per week | P6HRSNOW (composite), P6RHRS (CCQ.090), P6NHRS (CCQ.190), P6RPLACE (CCQ.070), P6NPLACE (CCQ.170), P6CHRS (CCQ.355) | 0=No nonparental care, 1=Relative care in child's home, 2=Relative care in another home, 3=Nonrelative care in child's home, 4=Nonrelative care in another home, 5=Center-based program, 6=2 or more programs, 7 = Location of care varies | 0=No nonparental care, 1=Relative care in child's home, 2=Relative care in another home; 3=Nonrelative care in child's home, 4=Nonrelative care in another home, 5=Center-based program, 6=2 or more programs, 7 = Location of care varies |
| 23 | F6SPECS | Child | This variable indicates whether or not the child received special education services based on the presence or absence of a link to a special education teacher in the FMS. | T_ID and TYPE (FMS variables not on file) | 1 = Child got special education services 2 = Child did not get special education services | 1 = Child got special education services 2 = Child did not get special education services |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 24 | U6RIEP | Child | This variable indicates whether or not the child has an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) on record at his/her school or at another school according to information from the student record abstract. | U6IEP (Student Record Abstract item 8) | 1 = Child has IEP/IFSP on record at his/her school or another school<br>2 = Child does not have an IEP/IFSP | 1 = Child has IEP/IFSP on record at his/her school or another school<br>2 = Child does not have an IEP/IFSP |
| 25 | R6DEST | Child | Moved to spring-fifth grade destination school | DESTSCH (School Master file variable not on file), R6R5SCHG | 0 = False, 1= True | 0 = False, 1= True |
| 26 | R6R5SCHG | Child | School type change between spring-third grade and spring-fifth grade | School ID, S6SCTYP, S5SCTYP, S4SCTYP, S3SCTYP, S2KSCTYP | 1 = Child did not change schools<br>2 = Child transferred from public to public<br>3 = Child transferred from private to private<br>4 = Child transferred from public to private<br>5 = Child transferred from private to public<br>6 = Child transferred, other | 1 = Child did not change schools<br>2 = Child transferred from public to public<br>3 = Child transferred from private to private<br>4 = Child transferred from public to private<br>5 = Child transferred from private to public<br>6 = Child transferred, other |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 27 | R6ELIG | Child | Eligibility status of child | Child raw assessment status, ASSESSME (not on file) | 1 = Eligible,<br>2 = Ineligible, out of scope,<br>3 = Ineligible, moved out of the country,<br>4 = Ineligible, deceased,<br>5 = Ineligible, mover not followed | 1 = Eligible,<br>2 =Ineligible, out of scope,<br>3 = Ineligible, moved out of the country,<br>4 = Ineligible, deceased,<br>5 = Ineligible, mover not followed |
| 28 | C6ASMTST | Child | Child assessment status | C6RDGFLG, C6MTHFLG, C6SCIFLG, statistical flag SCORE_FG (not on file) | 1 = Completely scoreable assessment data,<br>2 = Partially completed scoreable assessment data, 3= Category not in use in round 6; 4 = Child with disability, not assessed,<br>5 = Nonrespondent | 1 = Completely scoreable assessment data,<br>2 = Partially completed scoreable assessment data, 3= Category not in use in round 6; 4 = Child with disability, not assessed,<br>5 = Nonrespondent |
| 29 | P6MOMID | Family/HH | Household roster number of resident mother, female guardian or mother figure | P6REL_1 to P6REL_25 (FSQ.130), P6UNR_1 to P6UNR_25 (FSQ.180), P6SPOUSE (FSQ.120), P6MOM_1 through P6MOM_25 (FSQ.140) | 1–25 | 1–25 |
| 30 | P6DADID | Family/HH | Household roster number of resident father, male guardian or father figure | P6REL_1 to P6REL_25 (FSQ.130), P6UNR_1 to P6UNR_25 (FSQ.180), P6SPOUSE (FSQ.120), P6DAD_1 through P6DAD_25 (FSQ.150) | 1–25 | 1–25 |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 31 | P6HPARNT | Family/HH | Classification of the focal child's parents who reside in the household | P6REL_1 through P6REL_25 (FSQ.130), P6UNR_1 through P6UNR_25 (FSQ.180), P6HMOM, P6HDAD (composites) | 1=Biological mother and biological father, 2=Biological mother and other father (step-, adoptive, foster), 3=Biological father and other mother (step-, adoptive, foster), 4=Biological mother only, 5=Biological father only, 6=Two adoptive parents, 7=Single adoptive parent or adoptive parent and stepparent, 8=Related guardian(s), 9=Unrelated guardian(s) | 1=Biological mother and biological father, 2=Biological mother and other father (step-, adoptive, foster), 3=Biological father and other mother (step-, adoptive, foster), 4=Biological mother only, 5=Biological father only, 6=Two adoptive parents, 7=Single adoptive parent or adoptive parent and stepparent, 8=Related guardian(s), 9=Unrelated guardian(s) |
| 32 | P6HFAMIL | Family/HH | Family type categories using both parent and sibling information | P6REL_1 through P6REL_25 (FSQ.130), P6UNR_1 through P6UNR_25 (FSQ.180), P6HMOM, P6HDAD, P6NUMSIB (composites) | 1=Two parents and sibling(s), 2=Two parents, no siblings, 3=One parent and sibling(s), 4=One parent, no siblings, 5=Other | 1=Two parents and sibling(s), 2=Two parents, no siblings, 3=One parent and sibling(s), 4=One parent, no siblings, 5=Other |
| 33 | P6NUMSIB | Family/HH | Total number of siblings with whom the focal child lives, including anyone reporting him/herself as the child of the focal child's foster parent/guardian | P6REL_1 to P6REL_25 (FSQ.130) | Continuous | Continuous |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 34 | P6LESS18 | Family/HH | Total number of household members younger than 18 years old | HHNUMBER and HH18ANDOVER (parent interview flags not on file) | Continuous | Continuous |
| 35 | P6OVER18 | Family/HH | Total number of household members age 18 or older | HH18ANDOVER (parent interview flags not on file) | Continuous | Continuous |
| 36 | P6HTOTAL | Family/HH | Total number of household members | HHNUMBER (parent interview flag not on file) | Continuous | Continuous |
| 37 | P6TWIN | Family/HH | Household has sampled twins | P6PER_1 to P6PER_25 (person type in FSQ roster) | 0=No twin in HH, 1=Twin in HH | 0=No twin in HH, 1=Twin in HH |
| 38 | W5POVRTY | Family/HH | Poverty indicator | P6HILOW (PAQ.100), P6INCCAT(PAQ.110), W5INCCAT, P6HTOTAL (composites), and Census-defined thresholds | 1=Below poverty threshold, 2=At or above poverty threshold | 1=Below poverty threshold, 2=At or above poverty threshold |
| 39 | W5INCCAT | Family/HH | Household income | P6INCCAT(PAQ.110) | 1=$5,000 or less<br>2=$5,001 to $10,000<br>3=$10,001 to $15,000<br>4=$15,001 to $20,000<br>5=$20,001 to $25,000<br>6=$25,001 to $30,000<br>7=$30,001 to $35,000<br>8=$35,001 to $40,000<br>9=$40,001 to $50,000<br>10=$50,001 to $75,000<br>11=$75,001 to $100,000<br>12=$100,001 to $200,000<br>13=$200,001 or more | 1=$5,000 or less<br>2=$5,001 to $10,000<br>3=$10,001 to $15,000<br>4=$15,001 to $20,000<br>5=$20,001 to $25,000<br>6=$25,001 to $30,000<br>7=$30,001 to $35,000<br>8=$35,001 to $40,000<br>9=$40,001 to $50,000<br>10=$50,001 to $75,000<br>11=$75,001 to $100,000<br>12=$100,001 to $200,000<br>13=$200,001 or more |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 40 | W5SESL | Family/HH | Socioeconomic scale | W5INCCAT, W5MOMED, W5DADED, W5MOMSCR, W5DADSCR (all composites) | Continuous | Continuous |
| 41 | W5SESQ5 | Family/HH | Quintile indicator for W5SESL | W5SESL (composite) | 1=First quintile (lowest), 2=Second quintile, 3=Third quintile, 4=Fourth quintile, 5=Fifth quintile (highest) | 1=First quintile (lowest), 2=Second quintile, 3=Third quintile, 4=Fourth quintile, 5=Fifth quintile (highest) |
| 42 | W5PARED | Family/HH | Highest level of education for the child's parents or non-parental guardians who reside in the household. If only one parent or guardian resides in the household, W5PARED reflects that parent's education level. | W5MOMED, W5DADED (composites) | 1=8th grade or below, 2=9th to 12th grades, 3=High school diploma/equivalent, 4=Voc/Tech program, 5=Some college, 6=Bachelor's Degree, 7=Graduate/professional school/no degree, 8=Master's degree, 9=Doctorate or professional degree | 1=8th grade or below, 2=9th to 12th grades, 3=High school diploma/equivalent, 4=Voc/Tech program, 5=Some college, 6=Bachelor's Degree, 7=Graduate/professional school/no degree, 8=Master's degree, 9=Doctorate or professional degree |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 43 | W5MOMSCR | Family/HH | Mother, female guardian, or mother figure's occupation GSS prestige score | 1989 GSS prestige scores, EMQ.120 (not on file), EMQ.130 (not on file), and EMQ.140 (not on file). | 29.6 Handler, Equip, Cleaner, Helpers, Labor; 33.42 Production Working Occupation; 34.95 Service Occupations; 35.63 Agriculture, Forestry, Fishing Occupations; 35.78 Marketing & Sales Occupation; 35.92 Transportation, Material Moving; 37.67 Precision Production Occupation; 38.18 Administrative Support, Including Clerk; 39.18 Mechanics & Repairs; 39.2 Construction & Extractive Occupations; 48.69 Technologists, Except Health; 52.54 Writers, Artists, Entertainers, Athletes; 53.5 Executive, Admin, Managerial Occupation; 57.83 Health Technologists & Technicians; 59 Social Scientist/Workers, Lawyers; 61.56 Registered Nurses, Pharmacists; 62.87 Natural Scientists & Mathematicians; 63.43. | 29.6 Handler, Equip, Cleaner, Helpers, Labor; 33.42 Production Working Occupation; 34.95 Service Occupations; 35.63 Agriculture, Forestry, Fishing Occupations; 35.78 Marketing & Sales Occupation; 35.92 Transportation, Material Moving; 37.67 Precision Production Occupation; 38.18 Administrative Support, Including Clerk; 39.18 Mechanics & Repairs; 39.2 Construction & Extractive Occupations; 48.69 Technologists, Except Health; 52.54 Writers, Artists, Entertainers, Athletes; 53.5 Executive, Admin, Managerial Occupation; 57.83 Health Technologists & Technicians; 59 Social Scientist/Workers, Lawyers; 61.56 Registered Nurses, Pharmacists; 62.87 Natural Scientists & Mathematicians; 63.43. |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 43 | W5MOMSCR (continued) | Family/HH | Mother, female guardian, or mother figure's occupation GSS prestige score | 1989 GSS prestige scores, EMQ.120 (not on file), EMQ.130 (not on file), and EMQ.140 (not on file). | Teacher, Except Postsecondary; 64.89 Engineers, Surveyors, & Architects; 72.1 Teachers; College, Postsecondary Counselors, Librarians; 77.5 Physicians, Dentists, Veterinarians | Teacher, Except Postsecondary; 64.89 Engineers, Surveyors, & Architects; 72.1 Teachers; College, Postsecondary Counselors, Librarians; 77.5 Physicians, Dentists, Veterinarians |
| 44 | P6HDAD | Family/HH | Indicates whether the birth, adoptive, step or foster father of the focal child resides in the household with the focal child | P6REL_1 through P6REL_25(FSQ.130), P6DAD_1 through P6DAD_25 (FSQ.150), P6UNR_1 through P6UNR_25 (FSQ.180), P6PARTNR (FSQ.110), P6SPOUSE (FSQ.120) | 1=Biological, 2=Adoptive, 3=Step, 4=Foster, 5=Partner, 6=Don't know type, 7= No resident father | 1=Biological, 2=Adoptive, 3=Step, 4=Foster, 5=Partner, 6=Don't know type, 7= No resident father |
| 45 | P6HDAGE | Family/HH | Age of resident father, male guardian or father figure | P6AGE_1 through P6AGE_25 (FSQ.030), P6DADID | Continuous | Continuous |
| 46 | P6HDRACE | Family/HH | Race and ethnicity of the father, male guardian or father figure in the household | RACE1, RACE2, RACE3, RACE4, RACE5, RACE6 (variables coded in parent interview based on P6RC1_1 through P6RC6_1 up to P6RC1_25 through P6RC6_25 (FSQ.195), and P6HSP_1 through P6HSP_25 (FSQ.190)). | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than one race, non-Hispanic | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than one race, non-Hispanic |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 47 | W5DADSCR | Family/HH | Father, male guardian, or father figure's occupation GSS prestige score | 1989 GSS prestige scores, EMQ.120, EMQ.130, and EMQ.140 (not on file). | 29.6 Handler, Equip, Cleaner, Helpers, Labor; 33.42 Production Working Occupation; 34.95 Service Occupations; 35.63 Agriculture, Forestry, Fishing Occupations; 35.78 Marketing & Sales Occupation; 35.92 Transportation, Material Moving; 37.67 Precision Production Occupation; 38.18 Administrative Support, Including Clerk; 39.18 Mechanics & Repairs; 39.2 Construction & Extractive Occupations; 48.69 Technologists, Except Health; 52.54 Writers, Artists, Entertainers, Athletes; 53.5 Executive, Admin, Managerial Occupation; 57.83 Health Technologists & Technicians; 59 Social Scientist/Workers, Lawyers; 61.56 Registered Nurses, Pharmacists; 62.87 Natural Scientists & Mathematicians; 63.43. | 29.6 Handler, Equip, Cleaner, Helpers, Labor; 33.42 Production Working Occupation; 34.95 Service Occupations; 35.63 Agriculture, Forestry, Fishing Occupations; 35.78 Marketing & Sales Occupation; 35.92 Transportation, Material Moving; 37.67 Precision Production Occupation; 38.18 Administrative Support, Including Clerk; 39.18 Mechanics & Repairs; 39.2 Construction & Extractive Occupations; 48.69 Technologists, Except Health; 52.54 Writers, Artists, Entertainers, Athletes; 53.5 Executive, Admin, Managerial Occupation; 57.83 Health Technologists & Technicians; 59 Social Scientist/Workers, Lawyers; 61.56 Registered Nurses, Pharmacists; 62.87 Natural Scientists & Mathematicians; 63.43. |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 47 | W5DADSCR (continued) | Family/HH | Father, male guardian, or father figure's occupation GSS prestige score | 1989 GSS prestige scores, EMQ.120, EMQ.130, and EMQ.140 (not on file). | Teacher, Except Postsecondary; 64.89 Engineers, Surveyors, & Architects; 72.1 Teachers; College, Postsecondary Counselors, Librarians; 77.5 Physicians, Dentists, Veterinarians | Teacher, Except Postsecondary; 64.89 Engineers, Surveyors, & Architects; 72.1 Teachers; College, Postsecondary Counselors, Librarians; 77.5 Physicians, Dentists, Veterinarians |
| 48 | W5DADED | Family/HH | The father, male guardian, or father figure's highest level of education | P6NDEG_1 through P6NDEG_2 (PEQ.010), P6DEGT _1 through P6DEGT _2 (PEQ.020), P6HSD_1 through P6HSD_2 (PEQ.021)<br><br>*Note: PEQ.021 is a question in spring-fifth grade that was not in spring-third grade and is used to provide information about whether persons have a high school degree or equivalent. Also, it should be noted that some cases that had lower educations in spring-fifth grade than in an earlier round of the study were asked for their highest level of education again.* | 1=8th grade or below, 2=9th to 12th grades, 3=High school diploma/equivalent, 4=Voc/Tech program, 5=Some college, 6=Bachelor's Degree, 7=Graduate/professional school/no degree, 8=Master's degree, 9=Doctorate or professional degree | 1=8th grade or below, 2=9th to 12th grades, 3=High school diploma/equivalent, 4=Voc/Tech program, 5=Some college, 6=Bachelor's Degree, 7=Graduate/professional school/no degree, 8=Master's degree, 9=Doctorate or professional degree |
| 49 | P6HDEMP | Family/HH | The work status of the father, male guardian or father figure in the household. | P6HRS_1, _2 (EMQ.050), P6PAY_1, _2 (EMQ.020), P6VAC_1, _2 (EMQ 030), P6LOK_1, _2 (EMQ.060), P6DO1_1, _2 (EMQ.070), P6DO2_1, _2 (EMQ.070), P6DO3_1, _2 (EMQ.070), P6DO4_1, _2 (EMQ.070), P6DO5_1, _2 (EMQ.070), P6DO6_1, _2 (EMQ.070), P6DO7_1, _2 (EMQ.070), P6CHJB_1, _2 (EMQ.010) | 1=35 hours or more per week, 2=Less than 35 hours per week, 3=Looking for work, 4=Not in the labor force | 1=35 hours or more per week, 2=Less than 35 hours per week, 3=Looking for work, 4=Not in the labor force |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 50 | P6DADOCC | Family/HH | Father, male guardian or father figure's occupation | Combination of P6CHJB_1, _2 (EMQ.010), EMQ.120, EMQ.130, and EMQ.140 (not on file) | 01 Executive, Admin, Managerial Occupation<br>02 Engineers, Surveyors, & Architects<br>03 Natural Scientists & Mathematicians<br>04 Social Scientist/Workers, Lawyers<br>05 University Teachers, Postsecondary Counselors, Librarians<br>06 Teacher, except postsecondary<br>07 Physicians, Dentists, Veterinarians<br>08 Registered Nurses, Pharmacists<br>09 Writers, Artists, Entertainers, Athletes<br>10 Health Technologists & Technicians<br>11 Technologists, except Health<br>12 Marketing & Sales Occupation<br>13 Administrative Support, incl. Clerk<br>14 Service Occupations<br>15 Agriculture, Forestry, Fishing | 01 Executive, Admin, Managerial Occupation<br>02 Engineers, Surveyors, & Architects<br>03 Natural Scientists & Mathematicians<br>04 Social Scientist/Workers, Lawyers<br>05 University Teachers, Postsecondary Counselors, Librarians<br>06 Teacher, except postsecondary<br>07 Physicians, Dentists, Veterinarians<br>08 Registered Nurses, Pharmacists<br>09 Writers, Artists, Entertainers, Athletes<br>10 Health Technologists & Technicians<br>11 Technologists, except Health<br>12 Marketing & Sales Occupation<br>13 Administrative Support, incl. Clerk<br>14 Service Occupations<br>15 Agriculture, Forestry, Fishing |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 50 | P6DADOCC (continued) | Family/HH | Father, male guardian or father figure's occupation | Combination of P6CHJB_1, _2 (EMQ.010), EMQ.120, EMQ.130, and EMQ.140 (not on file) | 16 Mechanics & Repairs<br>17 Construction & Extractive Occupations<br>18 Precision Production Occupation<br>19 Production Working Occupation<br>20 Transportation, Material Moving<br>21 Handler, Equip, Cleaner, Helpers, Labor<br>22 Unemployed or Retired | 16 Mechanics & Repairs<br>17 Construction & Extractive Occupations<br>18 Precision Production Occupation<br>19 Production Working Occupation<br>20 Transportation, Material Moving<br>21 Handler, Equip, Cleaner, Helpers, Labor<br>22 Unemployed or Retired |
| 51 | P6HMOM | Family/HH | Indicates whether the birth, adoptive, step, or foster mother of the focal child resides in the household with the focal child | P6REL_1 through P6REL_25(FSQ.130), P6MOM_1 through P6MOM_25 (FSQ.140), P6UNR_1 through P6UNR_25 (FSQ.180), P6PARTNR (FSQ.110), P6SPOUSE (FSQ.120) | 1=Biological, 2=Adoptive, 3=Step, 4=Foster, 5=Partner, 6=Don't know type, 7=No resident mother | 1=Biological, 2=Adoptive, 3=Step, 4=Foster, 5=Partner, 6=Don't know type, 7=No resident mother |
| 52 | P6HMAGE | Family/HH | Age of resident mother, female guardian or mother figure | P6AGE_1 through P6AGE_25 (FSQ.030), P6MOMID | Continuous | Continuous |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 53 | P6HMRACE | Family/HH | Race and ethnicity of the mother, female guardian, or mother figure in the household | RACE1, RACE2, RACE3, RACE4, RACE5, RACE6 (These variables are coded in parent interview--see W5RACETH specs for details. The original race variables are P6RC1_1 through P6RC6_1 up to P6RC1_25 through P6RC6_25 (FSQ.195), and P6HSP_1 through P6HSP_25 (FSQ.190)). | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than one race, non-Hispanic | 1=White, 2=Black or African American, 3=Hispanic, race specified, 4=Hispanic, no race specified, 5=Asian, 6=Native Hawaiian or other Pacific Islander, 7=American Indian or Alaska Native, 8=More than one race, non-Hispanic |
| 54 | W5MOMED | Family/HH | Mother, female guardian, or mother figure's highest level of education | P6NDEG_1 through P6NDEG_2 (PEQ.010), P6DEGT _1 through P6DEGT _2 (PEQ.020), P6HSD_1 through P6HSD_2 (PEQ.021*)*<br><br>*Note: PEQ.021 is a question in spring-fifth grade that was not in spring-third grade and is used to provide information about whether persons have a high school degree or equivalent. Also, it should be noted that some cases that had lower educations in spring-fifth grade than in an earlier round of the study were asked for their highest level of education again.* | 1=8th grade or below, 2=9th to 12th grades, 3=High school diploma/equivalent, 4=Voc/Tech program, 5=Some college, 6=Bachelor's Degree, 7=Graduate/professional school/no degree, 8=Master's degree, 9=Doctorate or professional degree | 1=8th grade or below, 2=9th to 12th grades, 3=High school diploma/equivalent, 4=Voc/Tech program, 5=Some college, 6=Bachelor's Degree, 7=Graduate/professional school/no degree, 8=Master's degree, 9=Doctorate or professional degree |
| 55 | P6HMEMP | Family/HH | The work status of the mother, female guardian, or mother figure in the household | P6HRS_1, _2 (EMQ.050), P6PAY_1, _2 (EMQ.020), P6VAC_1, _2 (EMQ 030), P6LOK_1, _2 (EMQ.060), P6DO1_1, _2 (EMQ.070), P6DO2_1, _2 (EMQ.070), P6DO3_1, _2 (EMQ.070), P6DO4_1, _2 (EMQ.070), P6DO5_1, _2 (EMQ.070), P6DO6_1, _2 (EMQ.070), P6DO7_1, _2 (EMQ.070), P6CHJB_1, _2 (EMQ.010) | 1=35 hours or more per week, 2=Less than 35 hours per week, 3=Looking for work, 4=Not in the labor force | 1=35 hours or more per week, 2=Less than 35 hours per week, 3=Looking for work, 4=Not in the labor force |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 56 | P6MOMOCC | Family/HH | Mother, female guardian, or mother figure's occupation | Combination of P6CHJB_1, _2, EMQ.010, EMQ.120, EMQ.130, and EMQ.140 (not on file) | 01 Executive, Admin, Managerial Occupation<br>02 Engineers, Surveyors, & Architects<br>03 Natural Scientists & Mathematicians<br>04 Social Scientist/Workers, Lawyers<br>05 University Teachers, Postsecondary Counselors, Librarians<br>06 Teachers, except postsecondary<br>07 Physicians, Dentists, Veterinarians;<br>08 Registered Nurses, Pharmacists<br>09 Writers, Artists, Entertainers, Athletes<br>10 Health Technologists & Technicians<br>11 Technologists, except Health<br>12 Marketing & Sales Occupation<br>13 Administrative Support, including Clerk<br>14 Service Occupations<br>15 Agriculture, Forestry, Fishing Occupations<br>16 Mechanics & Repairs | 01 Executive, Admin, Managerial Occupation<br>02 Engineers, Surveyors, & Architects<br>03 Natural Scientists & Mathematicians<br>04 Social Scientist/Workers, Lawyers<br>05 University Teachers, Postsecondary Counselors, Librarians<br>06 Teachers, except postsecondary<br>07 Physicians, Dentists, Veterinarians;<br>08 Registered Nurses, Pharmacists<br>09 Writers, Artists, Entertainers, Athletes<br>10 Health Technologists & Technicians<br>11 Technologists, except Health<br>12 Marketing & Sales Occupation<br>13 Administrative Support, including Clerk<br>14 Service Occupations<br>15 Agriculture, Forestry, Fishing Occupations<br>16 Mechanics & Repairs |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 56 | P6MOMOCC (continued) | Family/HH | Mother, female guardian, or mother figure's occupation | Combination of P6CHJB_1, _2, EMQ.010, EMQ.120, EMQ.130, and EMQ.140 (not on file) | 17 Construction & Extractive Occupations<br>18 Precision Production Occupation<br>19 Production Working Occupation<br>20 Transportation, Material Moving<br>21 Handler, Equip, Cleaner, Helpers, Labor<br>22 Unemployed or Retired | 17 Construction & Extractive Occupations<br>18 Precision Production Occupation<br>19 Production Working Occupation<br>20 Transportation, Material Moving<br>21 Handler, Equip, Cleaner, Helpers, Labor<br>22 Unemployed or Retired |
| 57 | P6ABSDAD | Family/ HH | Type of nonresident father | P6REL_1 through P6REL_25 (FSQ.130), P6CTP_N1, P6CTP_N2, P6CTP_N3, P6CTP_N4 (all from item NRQ.100)<br>*Note: NRQ.100 was not asked in round 6 if the nonresident biological father was recorded as deceased in any previous round. It was also not asked if the nonresident adoptive father was recorded as deceased in one of the two most recent rounds, round 4 or round 5.* | 1=Biological only, 2=Both biological and adoptive | 1=Biological only, 2=Both biological and adoptive |
| 58 | P6ABSMOM | Family/HH | Type of nonresident mother | P6REL_1 through P6REL_25 (FSQ.130), P6CTP_N1, P6CTP_N2, P6CTP_N3, P6CTP_N4 (all from item NRQ.100)<br>*Note: NRQ.100 was not asked in round 6 if the nonresident biological mother was recorded as deceased in any previous round. It was also not asked if the nonresident adoptive mother was recorded as deceased in one of the two most recent rounds, round 4 or round 5.* | 1=Biological only, 2=Both biological and adoptive | 1=Biological only, 2=Both biological and adoptive |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 59 | P6FSRAW | Family/HH | Household food security raw score, a simple count of the number of food security items affirmed by the parent. | P6WORRFD (FDQ.130A), P6FDLAST (FDQ.130B), P6BLMEAL (FDQ.130C), P6LOWCST (FDQ.130D), P6NOBAL (FDQ.130E), P6CANTAF (FDQ.130F), P6EVCUT2 (FDQ.140), P6EVCUT (FDQ.150), P6EATLES (FDQ.160), P6HUNGRY (FDQ.170), P6LOSEWT (FDQ.180), P6NOTEAT (FDQ.190), P6NOTEA2 (FDQ.200), P6CUTML (FDQ.210), P6CHSKIP (FDQ.220), P6OFTCUT (FDQ.230), P6CHIEVR (FDQ.240), P6NOMONY (FDQ.250) | Continuous | Continuous |
| 60 | P6FSSCAL | Family/HH | Household food security scale score. This is a measure of the severity of food insecurity or hunger experienced in the household in the previous 12 months. | P6WORRFD (FDQ.130A), P6FDLAST (FDQ.130B), P6BLMEAL (FDQ.130C), P6LOWCST (FDQ.130D), P6NOBAL (FDQ.130E), P6CANTAF (FDQ.130F), P6EVCUT2 (FDQ.140), P6EVCUT (FDQ.150), P6EATLES (FDQ.160), P6HUNGRY (FDQ.170), P6LOSEWT (FDQ.180), P6NOTEAT (FDQ.190), P6NOTEA2 (FDQ.200), P6CUTML (FDQ.210), P6CHSKIP (FDQ.220), P6OFTCUT (FDQ.230), P6CHIEVR (FDQ.240), P6NOMONY (FDQ.250) | Continuous | Continuous |
| 61 | P6FSSTAT | Family/HH | A categorical measure of household food security status that identifies households as food secure, food insecure without hunger, food insecure with hunger (moderate), and food insecure with hunger (severe) | P6WORRFD (FDQ.130A), P6FDLAST (FDQ.130B), P6BLMEAL (FDQ.130C), P6LOWCST (FDQ.130D), P6NOBAL (FDQ.130E), P6CANTAF (FDQ.130F), P6EVCUT2 (FDQ.140), P6EVCUT (FDQ.150), P6EATLES (FDQ.160), P6HUNGRY (FDQ.170), P6LOSEWT (FDQ.180), P6NOTEAT (FDQ.190), P6NOTEA2 (FDQ.200), P6CUTML (FDQ.210), P6CHSKIP (FDQ.220), P6OFTCUT (FDQ.230), P6CHIEVR (FDQ.240), P6NOMONY (FDQ.250) | 1 = Food secure; 2 = Food insecure without hunger; 3 = Food insecure with hunger (moderate); 4 = Food insecure with hunger (severe) | 1 = Food secure; 2 = Food insecure without hunger; 3 = Food insecure with hunger (moderate); 4 = Food insecure with hunger (severe) |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 62 | P6FSCHRA | Family/HH | Children's food security raw score, a simple count of the number of child-referenced food security items affirmed by the parent | P6LOWCST (FDQ.130D), P6NOBAL (FDQ.130E), P6CANTAF (FDQ.130F), P6CUTML (FDQ.210), P6CHSKIP (FDQ.220), P6OFTCUT (FDQ.230), P6CHIEVR (FDQ.240), P6NOMONY (FDQ.250) | Continuous | Continuous |
| 63 | P6FSCHSC | Family/HH | Children's food security scale score. This is a measure of the severity of food insecurity or hunger experienced by children in the household in the previous 12 months. | P6LOWCST (FDQ.130D), P6NOBAL (FDQ.130E), P6CANTAF (FDQ.130F), P6CUTML (FDQ.210), P6CHSKIP (FDQ.220), P6OFTCUT (FDQ.230), P6CHIEVR (FDQ.240), P6NOMONY (FDQ.250) | Continuous | Continuous |
| 64 | P6FSCHST | Family/HH | A categorical measure of children's food security status that identifies households with hunger among children at some time during the 12 months prior to the survey. | P6LOWCST (FDQ.130D), P6NOBAL (FDQ.130E), P6CANTAF (FDQ.130F), P6CUTML (FDQ.210), P6CHSKIP (FDQ.220), P6OFTCUT (FDQ.230), P6CHIEVR (FDQ.240), P6NOMONY (FDQ.250) | 1 = Food secure or food insecure without hunger among children; 2 = Food insecure with hunger among children | 1 = Food secure or food insecure without hunger among children; 2 = Food insecure with hunger among children |
| 65 | P6FSADRA | Family/HH | Adult food security raw score, a simple count of the number of household- and adult-referenced food security items affirmed by the parent | P6WORRFD (FDQ130A), P6FDLAST (FDQ130B), P6BLMEAL (FDQ130C), P6EVCUT2 (FDQ140), P6EVCUT (FDQ150), P6EATLES (FDQ160), P6HUNGRY (FDQ170), P6LOSEWT (FDQ180), P6NOTEAT (FDQ190), P6NOTEA2 (FDQ200) | Continuous | Continuous |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 66 | P6FSADSC | Family/HH | Adult food security scale score. This is a measure of the severity of food insecurity or hunger experienced by adults in the household in the previous 12 months. | P6WORRFD (FDQ130A), P6FDLAST (FDQ130B), P6BLMEAL (FDQ130C), P6EVCUT2 (FDQ140), P6EVCUT (FDQ150), P6EATLES (FDQ160), P6HUNGRY (FDQ170), P6LOSEWT (FDQ180), P6NOTEAT (FDQ190), P6NOTEA2 (FDQ200) | Continuous | Continuous |
| 67 | P6FSADST | Family/HH | A categorical measure of adult's food security status that identifies households as food secure, food insecure without hunger, and food insecure with hunger among adults. | P6WORRFD (FDQ130A), P6FDLAST (FDQ130B), P6BLMEAL (FDQ130C), P6EVCUT2 (FDQ140), P6EVCUT (FDQ150), P6EATLES (FDQ160), P6HUNGRY (FDQ170), P6LOSEWT (FDQ180), P6NOTEAT (FDQ190), P6NOTEA2 (FDQ200) | 1=Food secure; 2 = Food insecure without hunger; 3 = Food insecure with hunger | 1=Food secure; 2 = Food insecure without hunger; 3 = Food insecure with hunger |
| 68 | P6RESID | Family/HH | Household roster number of respondent | P6PER_1 to P6PER_25 (parent interview household roster person type) | 1–25 | 1–25 |
| 69 | P6RESREL | Family/HH | Respondent relationship to focal child | P6REL_1 through P6REL_25(FSQ.130), P6UNR_1 through P6UNR_25 (FSQ.180), P6MOM_1 through P6MOM_25 (FSQ.140), P6DAD_1 through P6DAD_25 (FSQ.150) | 1 = Biological mother<br>2 = Other mother type<br>3 = Biological father<br>4 = Other father type<br>5 = Non-parent relative<br>6 = Non-relative | 1 = Biological mother<br>2 = Other mother type<br>3 = Biological father<br>4 = Other father type<br>5 = Non-parent relative<br>6 = Non-relative |
| 70 | P6CHLDID | Family/HH | Household roster number of child | P6PER_1 to P6PER_25 (parent interview household roster person type) | 1–25 | 1–25 |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 71 | P6ERRFLG | Family/ HH flag | Household roster has clear errors | P6REL_1 to P6REL_25 (FSQ.130), P6UNR_1 to P6UNR_25 (FSQ.180), P6JOI_1 to P6JOI_25 (round joined study), P6RDP_1 to P6RDP_25 (round departed study), P6REASL1 to P6REAS25 (reason left household)<br><br>*Note: In spring-fifth grade, the category of "roster error" (category 6) was added back to the parent interview and can be used for setting the error flag.* | 0 = False, 1 = True | 0 = False, 1 = True |
| 72 | P6EDIT | Family/ HH flag | Parent household matrix was edited | HOLDINGS (parent interview editing flag – not on file) | 0 = False, 1 = True | 0 = False, 1 = True |
| 73 | P6SHCHG | Family/ HH flag | Household roster had a change between rounds. | P6JOI_1 to P6JOI_25 (round joined study), P6RDP_1 to P6RDP_25 (round departed study), P6REASL1 to P6REAS25 (reason left household)<br><br>*Note: In spring-fifth grade, the category of "roster error" (category 6) was added back to the parent interview and can be used for setting the flag.* | 0 = False, 1= True | 0 = False, 1= True |
| 74 | P6PARDAT | Family/ HH flag | Presence of parent data | Presence or absence of parent interview | 0 = False, 1 = True | 0 = False, 1 = True |
| 75 | T6GLVL | Teacher | Grade level of child | G6GRENRL (RDG Q1), E6ENRGR (SPB Q2), C_GRADE (from FMS), C6FIFTH (ACQ.005), C6GRADE (ACQ.010), C6INGRAD (AIQ.030)<br><br>*Note: Categories have been renumbered since spring-third grade. Category numbers now correspond to grade level numbers.* | 0 = Kindergarten; 1 = First grade, 2 = Second grade, 3 = Third Grade, 4 = Fourth Grade, 5 = Fifth Grade, 6 = Sixth Grade, 7 = Seventh Grade, 8 = Eighth Grade, 9= Ungraded classroom | 0 = Kindergarten; 1 = First grade, 2 = Second grade, 3 = Third Grade, 4 = Fourth Grade, 5 = Fifth Grade, 6 = Sixth Grade, 7 = Seventh Grade, 8 = Eighth Grade, 9= Ungraded classroom |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 76 | G6CLSZ | Class | Number of students in reading class | G6TOTRA (RDG Q16), G6TOTGEN (RDG Q17)<br><br>*Note: There are now separate class size variables for reading, math, and science. The sum of children by age is not a variable in the teacher questionnaires in spring-fifth grade so that is not listed as a source this time for any of the "CLSZ" class size variables. Also, a total of girls and boys is now included in the teacher questionnaires ("TOTGEN") so this total is compared to the total by race.* | Continuous | Recoded to a minimum value of 10 and a maximum value of 35 |
| 77 | M6CLSZ | Class | Number of students in mathematics class | M6TOTRA (MTH Q6), M6TOTGEN (MTH Q7) | Continuous | Recoded to a minimum value of 10 and a maximum value of 35 |
| 78 | N6CLSZ | Class | Number of students in science class | N6TOTRA (SCI Q5), N6TOTGEN (SCI Q6) | Continuous | Recoded to a minimum value of 10 and a maximum value of 35 |
| 79 | G6PLEP | Class | Percentage of limited English proficient children in the reading class | G6NUMLE (RDG Q18), G6CLSZ (composite)<br><br>*Note: There are now separate "PLEP" variables for reading, math, and science. Also, two variables that were used to create the "PLEP" composite in the past are not included in the questionnaire in spring-fifth grade. The source variables with endings of "OTLA" and "LEP" are no longer used to derive the "PLEP" variables.* | 0 - 100 | Recoded to the following:<br>1=Less than 1%,<br>2=1% to less than 5%,<br>3=5% to less than 10%,<br>4=10% to less than 25%,<br>5=25% or more |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 80 | M6PLEP | Class | Percentage of limited English proficient children in the mathematics class | M6NUMLE (MTH Q8), M6CLSZ (composite) | 0 - 100 | Recoded to the following:<br>1=Less than 1%,<br>2=1% to less than 5%,<br>3=5% to less than 10%,<br>4=10% to less than 25%,<br>5=25% or more |
| 81 | N6PLEP | Class | Percentage of limited English proficient children in the science class | N6NUMLE (SCI Q7), N6CLSZ (composite) | 0 - 100 | Recoded to the following:<br>1=Less than 1%,<br>2=1% to less than 5%,<br>3=5% to less than 10%,<br>4=10% to less than 25%,<br>5=25% or more |
| 82 | G6PBLK | Class | Percent of blacks in reading class—child-level data | G6BLACK (RDG Q16), G6CLSZ (composite)<br><br>*Note: There are now separate "PBLK" variables for reading, math, and science.* | 0–100 | Recoded to the following:<br>1=Less than 1%,<br>2=1% to less than 5%,<br>3=5% to less than 10%,<br>4=10% to less than 25%,<br>5=25% or more |
| 83 | M6PBLK | Class | Percent of blacks in mathematics class—child-level data | M6BLACK (MTH Q6), M6CLSZ (composite) | 0–100 | Recoded to the following:<br>1=Less than 1%,<br>2=1% to less than 5%,<br>3=5% to less than 10%,<br>4=10% to less than 25%,<br>5=25% or more |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 84 | N6PBLK | Class | Percent of blacks in science class—child-level data | N6BLACK (SCI Q5), N6CLSZ (composite) | 0–100 | Recoded to the following:<br>1=Less than 1%,<br>2=1% to less than 5%,<br>3=5% to less than 10%,<br>4=10% to less than 25%,<br>5=25% or more |
| 85 | G6PHIS | Class | Percent of Hispanics in reading class—child-level data | G6HISP (RDG Q16), G6CLSZ (composite)<br><br>*Note: There are now separate "PHIS" variables for reading, math, and science.* | 0–100 | Recoded to the following:<br>1=Less than 1%,<br>2=1% to less than 5%,<br>3=5% to less than 10%,<br>4=10% to less than 25%,<br>5=25% or more |
| 86 | M6PHIS | Class | Percent of Hispanics in mathematics class—child-level data | M6HISP (MTH Q6), M6CLSZ (composite) | 0–100 | Recoded to the following:<br>1=Less than 1%,<br>2=1% to less than 5%,<br>3=5% to less than 10%,<br>4=10% to less than 25%,<br>5=25% or more |
| 87 | N6PHIS | Class | Percent of Hispanics in science class—child-level data | N6HISP (SCI Q5), N6CLSZ (composite) | 0–100 | Recoded to the following:<br>1=Less than 1%,<br>2=1% to less than 5%,<br>3=5% to less than 10%,<br>4=10% to less than 25%,<br>5=25% or more |
| 88 | G6PMIN | Class | Percent of minorities in reading class—child-level data | G6ASIAN, G6HISP, G6BLACK, G6AMRIN, G6RACEO (RDG Q16), G6CLSZ (composite)<br><br>*Note: There are now separate "PMIN" variables for reading, math, and science.* | 0–100 | Recoded to the following:<br>1=Less than 10%,<br>2=10% to less than 25%,<br>3=25% to less than 50%,<br>4=50% to less than 75%,<br>5=75% or more |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 89 | M6PMIN | Class | Percent of minorities in mathematics class—child-level data | M6ASIAN, M6HISP, M6BLACK, M6AMRIN, M6RACEO (MTH Q6), M6CLSZ (composite) | 0–100 | Recoded to the following:<br>1=Less than 10%,<br>2=10% to less than 25%,<br>3=25% to less than 50%,<br>4=50% to less than 75%,<br>5=75% or more |
| 90 | N6PMIN | Class | Percent of minorities in science class—child-level data | N6ASIAN, N6HISP, N6BLACK, N6AMRIN, N6RACEO (SCI Q5), N6CLSZ (composite) | 0–100 | Recoded to the following:<br>1=Less than 10%,<br>2=10% to less than 25%,<br>3=25% to less than 50%,<br>4=50% to less than 75%,<br>5=75% or more |
| 91 | J61TQUEX | Teacher flag | Presence of spring-fifth grade reading teacher data | Receipted reading teacher questionnaires in the FTS<br><br>*Note: There are now separate "TQUEX" flags for reading and math/science.* | 0=False, 1=True | 0=False, 1=True |
| 92 | J62TQUEX | Teacher flag | Presence of spring-fifth grade mathematics or science teacher data | Receipted mathematics or science teacher questionnaires in the FTS | 0=False, 1=True | 0=False, 1=True |
| 93 | F6MTHSCI | Teacher flag | Whether child is linked to a mathematics or science teacher | Receipted mathematics or science teacher questionnaires in the FTS<br><br>*Note: This is a new flag.* | 1=Math, 2=Science | 1=Math, 2=Science |
| 94 | T6SAMTCH | Teacher flag | Whether reading and mathematics teacher linked to the child is the same person | J61T_ID (reading teacher ID) and J62T_ID (mathematics or science teacher ID)<br><br>*Note: This is a new flag* | 0=False, 1=True | 0=False, 1=True |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 95 | G6TQUEX | Teacher flag | Presence of child-level spring-fifth grade reading teacher data | Receipted reading teacher questionnaires in the FTS<br><br>*Note: There are now separate flags for reading, math, and science.* | 0=False, 1=True | 0=False, 1=True |
| 96 | M6TQUEX | Teacher flag | Presence of child-level spring-fifth grade mathematics teacher data | Receipted mathematics teacher questionnaires in the FTS | 0=False, 1=True | 0=False, 1=True |
| 97 | N6TQUEX | Teacher flag | Presence of child-level spring-fifth grade science teacher data | Receipted science teacher questionnaires in the FTS | 0=False, 1=True | 0=False, 1=True |
| 98 | D6SETQA | Teacher flag | Presence or Absence of Special Ed A data | Receipted special education instrument A in the FTS | 0 =False, 1=True | Suppressed variable |
| 99 | E6SETQB | Teacher flag | Presence or Absence of Special Ed B data | Receipted special education instrument B in the FTS | 0 =False, 1=True | Suppressed variable |
| 100 | R6REGION | School | Indicates the geographic region of the child's school | CREGION, R3REGION, R4REGION, R6REGION (composites), CCP and PSS files | 1=Northeast: CT, ME, MA, NH, RI, VT, NJ, NY, PA; 2=Midwest: IL, IN, MI, OH, WI, IA, KS, MN, MO, NE, ND, SD; 3=South: DE, DC, FL, GA, MD, NC, SC, VA, WV, AL, KY, MS, TN, AR, LA, OK, TX; 4=West: AZ, CO, ID, MT, NV, NM, UT, WY, AK, CA, HA, OR, WA | 1=Northeast: CT, ME, MA, NH, RI, VT, NJ, NY, PA; 2=Midwest: IL, IN, MI, OH, WI, IA, KS, MN, MO, NE, ND, SD; 3=South: DE, DC, FL, GA, MD, NC, SC, VA, WV, AL, KY, MS, TN, AR, LA, OK, TX; 4=West: AZ, CO, ID, MT, NV, NM, UT, WY, AK, CA, HA, OR, WA |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 101 | R6URBAN | School | Locality type for school—7 category version | KURBAN, R3URBAN, R4URBAN, R6URBAN (composites), CCD and PSS files | 1=Large city – a central city of Consolidated Metropolitan Statistical Area (CMSA) with a pop. Greater to or equal to 250,000; 2=Mid-size city – a central city of a CMSA or Metropolitan Statistical Area (MSA) with a pop. Less than 250,000; 3= Large suburb; urban fringe of large city – any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a large city and defined as urban by the U.S. Census Bureau; 4 = Mid-size suburb; urban fringe of mid-size city – any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a mid-size city and defined as urban by the U.S. Census Bureau; 5= Large town – an incorporated place or Census Designated Place with a pop. Greater than | 1=Large city – a central city of Consolidated Metropolitan Statistical Area (CMSA) with a pop. Greater to or equal to 250,000; 2=Mid-size city – a central city of a CMSA or Metropolitan Statistical Area (MSA) with a pop. Less than 250,000; 3= Large suburb; urban fringe of large city – any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a large city and defined as urban by the U.S. Census Bureau; 4 = Mid-size suburb; urban fringe of mid-size city – any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a mid-size city and defined as urban by the U.S. Census Bureau; 5= Large town – an incorporated place or Census Designated Place with a pop. Greater than |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 101 | R6URBAN (continued) | School | Locality type for school—7 category version | KURBAN, R3URBAN, R4URBAN, R6URBAN (composites), CCD and PSS files | or equal to 25,000 and located outside a CMSA or MSA; 6=Small town – an incorporated place or Census Designated Place with a pop. Less than 25,000 and greater than 2,500 – located outside a CMSA or MSA; 7=Rural – any incorporated place, Census Designated Place, or nonplace territory | or equal to 25,000 and located outside a CMSA or MSA; 6=Small town – an incorporated place or Census Designated Place with a pop. Less than 25,000 and greater than 2,500 – located outside a CMSA or MSA; 7=Rural – any incorporated place, Census Designated Place, or nonplace territory |
| 102 | R6LOCALE | School | Locality type for school—8 category version | R3LOCALE, R4LOCALE, R6LOCALE (composites), PSS and CCD files | 1=Large city – a central city of Consolidated Metropolitan Statistical Area (CMSA) with a pop. Greater to or equal to 250,000; 2=Mid-size city – a central city of a CMSA or Metropolitan Statistical Area (MSA) with a pop. Less than 250,000; 3= Large suburb; urban fringe of large city – any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a large city and defined as urban by the U.S. | Suppressed variable |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 102 | R6LOCALE (continued) | School | Locality type for school—8 category version | R3LOCALE, R4LOCALE, R6LOCALE (composites), PSS and CCD files | Census Bureau; 4 = Mid-size suburb; urban fringe of mid-size city – any incorporated place, Census Designated Place, or nonplace territory within a CMSA or MSA of a mid-size city and defined as urban by the U.S. Census Bureau; 5= Large town – an incorporated place or Census Designated Place with a pop. 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 pop. Less than 25,000 and greater than 2,500 – located outside a CMSA or MSA; 7 = non-MSA Rural – any incorporated place, Census Designated Place, or nonplace territory designated as rural by the U.S. Census Bureau that is not within a MSA; 8 = MSA Rural – any incorporated place, Census Designated Place, | Suppressed variable |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 102 | R6LOCALE (continued) | School | Locality type for school—8 category version | R3LOCALE, R4LOCALE, R6LOCALE (composites), PSS and CCD files | or nonplace territory designated as rural by the U.S. Census Bureau that is within a MSA | Suppressed variable |
| 103 | S6SCTYP | School | School type from the school administrator questionnaire | S6PUBLIC (SAQ Q5), S6CATHOL, S6OTHREL, S6NAISKL, S6OTHPRI, S6PVTSPD, S6PVTEAR (all SAQ Q7), CS_TYPE2, S5SCTYP, S4SCTYP, S3SCTYP, S2KSCTYP (composites), SCHL_TYP (School Master file variable derived from PSS/CCD, not on file) | 1=Catholic, 2=Other Religious, 3=Other Private, 4=Public | 1=Catholic, 2=Other Religious, 3=Other Private, 4=Public |
| 104 | S6PUPRI | School | Public or private school | S6SCTYP (composite) | 1=Public, 2=Private | 1=Public, 2=Private |
| 105 | S6ENRL5 | School | Total school fifth-grade enrollment | PSS and CCD data | Continuous | Recoded to the following:<br>1=0-20,<br>2=21-40,<br>3=41-60,<br>4=61-80,<br>5=81-100,<br>6=101-120,<br>7=121-140,<br>8=141-160<br>9=161-180,<br>10=181 or more |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 106 | S6ENRLS | School | Total school enrollment | S6ANUMCH (SAQ Q3), PSS and CCD data | 1=0–149 students, 2=150–299 students, 3=300–499 students, 4=500–749 students, 5= 750 and above students | 1=0–149 students, 2=150–299 students, 3=300–499 students, 4=500–749 students, 5=750 and above students |
| 107 | S6MINOR | School | Percentage of minority students in school | PMINOR (School Master File variable derived from PSS/CCD, not on file), S6ASNPCT, S6HSPPCT, S6BLKPCT, S6INDPCT, S6OTHPCT (all from SAQ Q8) | Continuous | Recoded to the following: 1=Less than 10%, 2=10% to less than 25%, 3=25% to less than 50%, 4=50% to less than 75%, 5=75% or more |
| 108 | S6FLCH_I | School | Percentage of students eligible for free lunch in school | S6ELILNC (SAQ Q20), S6ANUMCH (SAQ Q3), CCD data | Continuous | Recoded to 0–95 |
| 109 | S6RLCH_I | School | Percent of students eligible for reduced price lunch in school | S6ELIRED (SAQ Q20), S6ANUMCH (SAQ Q3), CCD data | Continuous | Recoded to the following: 1=Less than 1%, 2=1% to less than 5%, 3=5% to less than 10%, 4=10% to less than 25%, 5=25% or more |
| 110 | S6SCLVL | School | School instructional level | S6PRKNDR, S6KINDER, S6GRADE1, S6SECOND, S6THIRD, S6FOURTH, S6FIFTH, S6SIXTH, S67TH, S68TH, S6NINTH, S6TENTH, S611TH, S612TH (all from SAQ Q4); S5SCLVL, S4SCLVL, S2SCLVL, GRSPAN (School Master file variable derived from PSS/CCD, not on file) | 1=Less than first grade; 2=Primary school, 3=Elementary school, 4=Combined school | 1=Less than first grade; 2=Primary school, 3=Elementary school, 4=Combined school |

See note at end of table.

Table 7-15. Spring-fifth grade composite variables: School year 2003–04—Continued

| ID | Variable name | Category | Description | Derived from | Restricted-use file values | Public-use file values |
|---|---|---|---|---|---|---|
| 112 | S6SCHBMM | School | School Year Starting Date, Month | S6SYRSMM (SAQ Q10), FMS (variable not on file) | 1–12 | Suppressed variable |
| 113 | S6SCHBYY | School | School Year Starting Date, Year | Hard coded to 2003 in the questionnaire | 2003 | Suppressed variable |
| 114 | S6SCHEDD | School | School Year Ending Date, Day | S6SYREDD (SAQ Q10), FMS (variable not on file) | 1–31 | Suppressed variable |
| 115 | S6SCHEMM | School | School Year Ending Date, Month | S6SYREMM (SAQ Q10), FMS (variable not on file) | 1–12 | Suppressed variable |
| 116 | S6SCHEYY | School | School Year Ending Date, Year | Hard coded to 2004 in the questionnaire | 2004 | 2004 |
| 117 | F6YRRND | School | Year round school | S_YRRNDFLG (FMS variable not on file) | 1 = Year round school, 2 = Not year round school | 1 = Year round school, 2 = Not year round school |
| 118 | K6INFAC | School flag | Presence or absence of facilities checklist data | Receipted facilities checklists in the FTS | 0 = False, 1 = True | 0 = False, 1 = True |
| 119 | S6INSAQ | School flag | Presence or absence of SAQ data | Receipted SAQs in the FTS | 0 = False, 1 = True | 0 = False, 1 = True |
| 120 | U6SRABS | School flag | Presence of spring-fifth grade SRA data | Receipted student record abstracts in the FTS | 0 = False, 1 = True | Suppressed variable |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 7-16. Recoded and suppressed data on the ECLS-K Fifth-Grade Public-Use Data File

| Field ID | Variable | Field label | Comment |
|---|---|---|---|
| 9 | D6T_ID | SPRING 2004 SPECIAL ED TEACHER ID NUMBER | These data suppressed for respondent confidentiality. |
| 20 | CS_TYPE2 | TYPE OF SCHOOL IN BASE YEAR SAMPLE FRAME | These data recoded for respondent confidentiality. |
| 21 | R6REGION | R6 CENSUS REGION | These data recoded for respondent confidentiality. |
| 22 | R6URBAN | R6 LOCATION TYPE - 7 CATEGORIES | These data recoded for respondent confidentiality. |
| 23 | R6LOCALE | R6 LOCATION TYPE - 8 CATEGORIES | These data suppressed for respondent confidentiality |
| 25 | R6FIPSST | R6 SCHOOL FIPS STATE CODE | These data suppressed for respondent confidentiality |
| 26 | R6FIPSCT | R6 SCHOOL FIPS COUNTY CODE | These data suppressed for respondent confidentiality |
| 27 | R6CCDLEA | R6 CCD LEA\SCHOOL DIST ID (PUBLIC) | These data suppressed for respondent confidentiality |
| 28 | R6CCDSID | R6 CCD SCHOOL ID (PUBLIC) | These data suppressed for respondent confidentiality |
| 29 | R6STSID | R6 STATE SCHOOL ID (PUBLIC) | These data suppressed for respondent confidentiality |
| 30 | R6SCHZIP | R6 SCHOOL ZIP CODE | These data suppressed for respondent confidentiality |
| 31 | R6SCHPIN | R6 SCHOOL PIN (PRIVATE) | These data suppressed for respondent confidentiality |
| 34 | R6DOBYY | R6 CHILD COMPOSITE DOB YEAR | These data recoded to a maximum value of 1993 and a minimum value of 1992 for respondent confidentiality. |
| 37 | R6AGE | R6 COMPOSITE CHILD ASSESSMENT AGE(MNTHS) | These data recoded for respondent confidentiality. |
| 69 | D6SETQA | D6 SP ED PART A QUESTIONNAIRE COMPLETED | These data suppressed for respondent confidentiality. |
| 70 | E6SETQB | E6 SP ED PART B QUESTIONNAIRE COMPLETED | These data suppressed for respondent confidentiality. |
| 71 | U6SRABS | U6 STUDENT RECORDS ABSTRACT COMPLETED | These data suppressed for respondent confidentiality. |
| 323 | G6CLSZ | G6 NUMBER OF STUDENTS IN CLASS | These data recoded to a maximum value of 35 and a minimum value of 10 for respondent confidentiality. |
| 324 | G6PBLK | G6 PERCENT OF BLACKS IN CLASS | These data recoded for respondent confidentiality. |
| 325 | G6PHIS | G6 PERCENT OF HISPANICS IN CLASS | These data recoded for respondent confidentiality. |
| 326 | G6PMIN | G6 PERCENT OF MINORITIES IN CLASS | These data recoded for respondent confidentiality. |
| 327 | G6PLEP | G6 PERCENT OF LEP STUDENTS IN CLASS | These data recoded for respondent confidentiality. |
| 328 | M6CLSZ | M6 NUMBER OF STUDENTS IN CLASS | These data recoded to a maximum value of 35 and a minimum value of 10 for respondent confidentiality. |
| 329 | M6PBLK | M6 PERCENT OF BLACKS IN CLASS | These data recoded for respondent confidentiality. |
| 330 | M6PHIS | M6 PERCENT OF HISPANICS IN CLASS | These data recoded for respondent confidentiality. |
| 331 | M6PMIN | M6 PERCENT OF MINORITIES IN CLASS | These data recoded for respondent confidentiality. |
| 332 | M6PLEP | M6 PERCENT OF LEP STUDENTS IN CLASS | These data recoded for respondent confidentiality. |
| 333 | N6CLSZ | N6 NUMBER OF STUDENTS IN CLASS | These data recoded to a maximum value of 35 and a minimum value of 10 for respondent confidentiality. |
| 334 | N6PBLK | N6 PERCENT OF BLACKS IN CLASS | These data recoded for respondent confidentiality. |
| 335 | N6PHIS | N6 PERCENT OF HISPANICS IN CLASS | These data recoded for respondent confidentiality. |
| 336 | N6PMIN | N6 PERCENT OF MINORITIES IN CLASS | These data recoded for respondent confidentiality. |
| 337 | N6PLEP | N6 PERCENT OF LEP STUDENTS IN CLASS | These data recoded for respondent confidentiality. |
| 340 | S6SCHBMM | S6 SCHOOL YEAR BEGINNING DATE MONTH | These data suppressed for respondent confidentiality. |
| 341 | S6SCHBDD | S6 SCHOOL YEAR BEGINNING DATE DAY | These data suppressed for respondent confidentiality. |
| 342 | S6SCHBYY | S6 SCHOOL YEAR BEGINNING DATE YEAR | These data suppressed for respondent confidentiality. |
| 343 | S6SCHEMM | S6 SCHOOL YEAR ENDING DATE MONTH | These data suppressed for respondent confidentiality. |
| 344 | S6SCHEDD | S6 SCHOOL YEAR ENDING DATE DAY | These data suppressed for respondent confidentiality. |
| 347 | S6ENRL5 | S6 TOTAL SCHOOL FIFTH GRADE ENROLLMENT | These data recoded for respondent confidentiality. |
| 348 | S6ENRLS | S6 TOTAL SCHOOL ENROLLMENT | These data recoded for respondent confidentiality. |
| 349 | S6MINOR | S6 PERCENT MINORITY STUDENTS | These data recoded for respondent confidentiality. |
| 352 | S6FLCH_I | S6 IMPUTED % FREE LUNCH ELIGIBLE | These data recoded for respondent confidentiality. |
| 354 | S6RLCH_I | S6 IMPUTED % REDUCED LUNCH ELIGIBLE | These data recoded for respondent confidentiality. |

See note at end of table.

Table 7-16. Recoded and suppressed data on the ECLS-K Fifth-Grade Public-Use Data File—Continued

| Field ID | Variable | Field label | Comment |
|---|---|---|---|
| 358 | C6INGRAD | C6 AIQ030 GRADE CHILD REPORTED | These data recoded for respondent confidentiality. |
| 378 | C6FIFTH | C6 ACQ005 CHILD IN FIFTH GRADE | These data suppressed for respondent confidentiality. |
| 389 | C6SPECAC | C6 ACQ270 SPECIAL ACCOMMODATION LISTED | These data suppressed for respondent confidentiality. |
| 405 | C6ATTMPT | C6 CHILD ASSESSMENT NUMBER OF ATTEMPTS | These data recoded to a maximum value of 3 for respondent confidentiality. |
| 406 | P6HOMZIP | P6 HOME ZIP CODE | These data suppressed for respondent confidentiality. |
| 971 | P6MTHBTH | P6 COQ005 COUNTRY BIOLOGCAL MTHR WAS BRN | These data recoded for respondent confidentiality. |
| 974 | P6FTBRTH | P6 COQ020 COUNTRY BIOLOGCAL FTHR WAS BRN | These data recoded for respondent confidentiality. |
| 982 | P6DGNATT | P6 CHQ060 1ST DIAGNOSIS-LEARNING ABILITY | These data suppressed for respondent confidentiality. |
| 983 | P6YYDIAG | P6 CHQ075 YR AT 1ST DIAGNOSIS-LRN ABLTY | These data suppressed for respondent confidentiality. |
| 989 | P6PROFFD | P6 CHQ110 IF ACTIVITY PROBLEM DIAGNOSED | These data suppressed for respondent confidentiality. |
| 990 | P6DGNACT | P6 CHQ120 WHAT 1ST DIAGNOSIS - ACTIVITY | These data suppressed for respondent confidentiality. |
| 991 | P6YYDIA2 | P6 CHQ135 YR AT 1ST DIAGNOSIS-ACTIVITY | These data suppressed for respondent confidentiality. |
| 997 | P6YYDIA4 | P6 CHQ185 YEAR AT 1ST DIAGNOSIS-SPEECH | These data suppressed for respondent confidentiality. |
| 1003 | P6YYDIA5 | P6 CHQ225 YR AT 1ST DIAGNOSIS-HEARING | These data suppressed for respondent confidentiality. |
| 1006 | P6HEARS | P6 CHQ230 DEGREE OF CHILD'S DEAFNESS | These data suppressed for respondent confidentiality. |
| 1007 | P6HEARAI | P6 CHQ240 IF CHILD WEARS HEARING AID | These data suppressed for respondent confidentiality. |
| 1008 | P6COCHLE | P6 CHQ250 IF CHILD HAS COCHLEAR IMPLANTS | These data suppressed for respondent confidentiality. |
| 1009 | P6IMPLNT | P6 CHQ251 YEAR OF IMPLANT | These data suppressed for respondent confidentiality. |
| 1010 | P6IMPT02 | P6 CHQ252 WAS IT BEFORE 2002 | These data suppressed for respondent confidentiality. |
| 1011 | P6IMPELM | P6 CHQ253 WAS IT BEFORE ELEM SCHOOL | These data suppressed for respondent confidentiality. |
| 1012 | P6CLRUSE | P6 CHQ254 USE OF COCHLEAR IMPLANT IN SCH | These data suppressed for respondent confidentiality. |
| 1013 | P6HEARS2 | P6 CHQ260 DEVICE EFFECT ON CHD'S HEARING | These data suppressed for respondent confidentiality. |
| 1017 | P6DIA6YY | P6 CHQ313 YR AT 1ST DIAGNOSIS-VISION | These data suppressed for respondent confidentiality. |
| 1020 | P6CORREC | P6 CHQ316 IF CHD'S VISION IS CORRECTABLE | These data suppressed for respondent confidentiality. |
| 1021 | P6BESTEY | P6 CHQ320 WHAT CAN CHILD BEST SEE | These data suppressed for respondent confidentiality. |
| 1025 | P6DIABEH | P6 CHQ335 BEHAVIOR PROBLEM DIAGNOSED | These data suppressed for respondent confidentiality. |
| 1026 | P6DGNBEH | P6 CHQ337 1ST DIAGNOSIS-BEHAVIOR | These data suppressed for respondent confidentiality. |
| 1027 | P6DGBEYY | P6 CHQ345 YR AT 1ST DIAGNOSIS-BEHAVIOR | These data suppressed for respondent confidentiality. |
| 1038 | P6SPECIL | P6 CHQ510 IF CHD USES SPECIAL EQUIPMENT | These data suppressed for respondent confidentiality. |
| 1042 | P6SERVRV | P6 CHQ536 SERVICES RCVD BEFORE 2002 | These data suppressed for respondent confidentiality. |
| 1043 | P6SRVRCV | P6 CHQ537 SRVCS RCVD BEFORE ELEM SCHOOL | These data suppressed for respondent confidentiality. |
| 1045 | P6SPECND | P6 CHQ545 CHILD SPECIAL NEEDS/EDUCATION | These data suppressed for respondent confidentiality. |
| 1097 | P6FMTHRS | P6 CHQ780 REASON FOR FAMILY THERAPY | These data suppressed for respondent confidentiality. |
| 1194 | P6RECFRE | P6 WPQ215 DOES CHILD REC FREE REDUCED BF | These data suppressed for respondent confidentiality. |
| 1195 | P6FRERED | P6 WPQ216 FREE OR REDUCED BREAKFAST | These data suppressed for respondent confidentiality. |
| 1201 | P6HOWPAY | P6 PAQ137 HOW MUCH PAID IN TUITION ($) | These data recoded for respondent confidentiality. |
| 1247 | J61INET | J61 Q8A # OF COMPUTERS WITH INTERNET | These data recoded to a maximum value of 8 for respondent confidentiality. |
| 1248 | J61COMUS | J61 Q8B # OF COMPUTERS CHILDREN USE | These data recoded to a maximum value of 8 for respondent confidentiality. |
| 1329 | J61TGEND | J61 Q28 TEACHER'S GENDER | These data suppressed for respondent confidentiality. |
| 1330 | J61YRBOR | J61 Q29 TEACHER'S YEAR OF BIRTH | These data recoded to a maximum value of 1981 and a minimum value of 1940 for respondent confidentiality. |
| 1331 | J61HISP | J61 Q30 HISPANIC OR LATINO | These data suppressed for respondent confidentiality. |
| 1332 | J61RACE1 | J61 Q31A AMERICAN INDIAN / ALASKA NATIVE | These data suppressed for respondent confidentiality. |

See note at end of table.

Table 7-16. Recoded and suppressed data on the ECLS-K Fifth-Grade Public-Use Data File—Continued

| Field ID | Variable | Field label | Comment |
|---|---|---|---|
| 1333 | J61RACE2 | J61 Q31B ASIAN | These data suppressed for respondent confidentiality. |
| 1334 | J61RACE3 | J61 Q31C BLACK OR AFRICAN AMERICAN | These data suppressed for respondent confidentiality. |
| 1335 | J61RACE4 | J61 Q31D NATIVE HAWAIIAN OR OTHER PAC IS | These data suppressed for respondent confidentiality. |
| 1337 | J61YRSTC | J61 Q32 NUMBER YEARS BEEN SCHOOL TEACHER | These data recoded to a maximum value of 35 and a minimum value of 1 for respondent confidentiality. |
| 1338 | J61YRSGR | J61 Q33 YEARS TAUGHT THIS GRADE | These data recoded to a maximum value of 27 and a minimum value of 1 for respondent confidentiality. |
| 1339 | J61YRSCH | J61 Q34 YRS TCHR TAUGHT AT THIS SCHOOL | These data recoded to a maximum value of 30 and a minimum value of 1 for respondent confidentiality. |
| 1340 | J61HGHST | J61 Q35 HIGHEST ED LVL TEACHER ACHIEVED | These data recoded for respondent confidentiality. |
| 1390 | J61MASSI | J61 Q41 MAIN ASSIGNMENT AT SCHOOL | These data recoded for respondent confidentiality. |
| 1391 | J61CLORG | J61 Q42 HOW CLASSES ARE ORGANIZED | These data recoded for respondent confidentiality. |
| 1423 | J62INET | J62 Q8A # OF COMPUTERS WITH INTERNET | These data recoded to a maximum value of 8 for respondent confidentiality. |
| 1424 | J62COMUS | J62 Q8B # OF COMPUTERS CHILDREN USE | These data recoded to a maximum value of 8 for respondent confidentiality. |
| 1505 | J62TGEND | J62 Q28 TEACHER'S GENDER | These data suppressed for respondent confidentiality. |
| 1506 | J62YRBOR | J62 Q29 TEACHER'S YEAR OF BIRTH | These data recoded to a maximum value of 1981 and a minimum value of 1940 for respondent confidentiality. |
| 1507 | J62HISP | J62 Q30 HISPANIC OR LATINO | These data suppressed for respondent confidentiality. |
| 1508 | J62RACE1 | J62 Q31A AMERICAN INDIAN / ALASKA NATIVE | These data suppressed for respondent confidentiality. |
| 1509 | J62RACE2 | J62 Q31B ASIAN | These data suppressed for respondent confidentiality. |
| 1510 | J62RACE3 | J62 Q31C BLACK OR AFRICAN AMERICAN | These data suppressed for respondent confidentiality. |
| 1511 | J62RACE4 | J62 Q31D NATIVE HAWAIIAN OR OTHER PAC IS | These data suppressed for respondent confidentiality. |
| 1513 | J62YRSTC | J62 Q32 NUMBER YEARS BEEN SCHOOL TEACHER | These data recoded to a maximum value of 35 and a minimum value of 1 for respondent confidentiality. |
| 1514 | J62YRSGR | J62 Q33 YEARS TAUGHT THIS GRADE | These data recoded to a maximum value of 27 and a minimum value of 1 for respondent confidentiality. |
| 1515 | J62YRSCH | J62 Q34 YRS TCHR TAUGHT AT THIS SCHOOL | These data recoded to a maximum value of 30 and a minimum value of 1 for respondent confidentiality. |
| 1516 | J62HGHST | J62 Q35 HIGHEST ED LVL TEACHER ACHIEVED | These data recoded for respondent confidentiality. |
| 1566 | J62MASSI | J62 Q41 MAIN ASSIGNMENT AT SCHOOL | These data recoded for respondent confidentiality. |
| 1567 | J62CLORG | J62 Q42 HOW CLASSES ARE ORGANIZED | These data recoded for respondent confidentiality. |
| 1580 | G6GRENRL | G6 Q1 GRADE CHILD IS ENROLLED | These data suppressed for respondent confidentiality. |
| 1583 | G6TT1ENG | G6 Q3B TITLE 1 ENGLISH/LANGUAGE ARTS | These data suppressed for respondent confidentiality. |
| 1584 | G6TT1CMB | G6 Q3C TITLE 1 COMBINED SUBJECTS | These data suppressed for respondent confidentiality. |
| 1585 | G6TT1ES | G6 Q3D TITLE 1 ESL/BILINGUAL | These data suppressed for respondent confidentiality. |
| 1586 | G6TT1SP | G6 Q3E TITLE 1 HANDICAPPED/SPECIAL ED | These data suppressed for respondent confidentiality. |
| 1589 | G6PLLESL | G6 Q4C PULL-OUT ESL PROGRAM | These data suppressed for respondent confidentiality. |
| 1590 | G6INCESL | G6 Q4D IN-CLASS ESL | These data suppressed for respondent confidentiality. |
| 1592 | G6GFTRD | G6 Q4F GIFTED PROGRAM IN READING | These data suppressed for respondent confidentiality. |
| 1595 | G6MENTOR | G6 Q4I MEET W/MENTOR NOT PROF PSYCH | These data suppressed for respondent confidentiality. |

See note at end of table.

Table 7-16. Recoded and suppressed data on the ECLS-K Fifth-Grade Public-Use Data File—Continued

| Field ID | Variable | Field label | Comment |
|---|---|---|---|
| 1599 | G6ACCOM | G6 Q8 SPECIAL TEST ACCOMMODATIONS | These data suppressed for respondent confidentiality. |
| 1605 | G6PROMOT | G6 Q10 RECOMMEND PROMOTION/YR END | These data suppressed for respondent confidentiality. |
| 1608 | G6LNGTM | G6 Q13 LENGTH OF TIME IN READ CLASS | These data suppressed for respondent confidentiality. |
| 1611 | G6ASIAN | G6 Q16A # ASIAN/PACIFIC ISLANDERS READ | These data recoded to a maximum value of 7 for respondent confidentiality. |
| 1612 | G6HISP | G6 Q16B # HISPANICS (ALL RACES) READ | These data recoded to a maximum value of 11 for respondent confidentiality. |
| 1613 | G6BLACK | G6 Q16C # NON-HISPANIC BLACKS READ | These data recoded to a maximum value of 16 for respondent confidentiality. |
| 1614 | G6WHITE | G6 Q16D # NON-HISPANIC WHITES READ | These data recoded to a maximum value of 27 for respondent confidentiality. |
| 1615 | G6AMRIN | G6 Q16E # AMERICAN INDIANS READ | These data recoded to a maximum value of 2 for respondent confidentiality. |
| 1616 | G6RACEO | G6 Q16F # OF STUDENTS OTHER RACES READ | These data recoded to a maximum value of 2 for respondent confidentiality. |
| 1617 | G6TOTRA | G6 Q16G TOTAL ENROLLMENT (RACES) READ | These data recoded to a maximum value of 36 and a minimum value of 10 for respondent confidentiality. |
| 1618 | G6BOYS | G6 Q17A NUMBER OF BOYS IN READ CLASS | These data recoded to a maximum value of 19 and a minimum value of 4 for respondent confidentiality. |
| 1619 | G6GIRLS | G6 Q17B NUMBER OF GIRLS IN READ CLASS | These data recoded to a maximum value of 20 and a minimum value of 4 for respondent confidentiality. |
| 1620 | G6TOTGEN | G6 Q17C TOTAL ENROLLMENT (GENDER) READ | These data recoded to a maximum value of 36 and a minimum value of 10 for respondent confidentiality. |
| 1621 | G6GIFT | G6 Q18A # GIFTED/TALENTED IN READ CLASS | These data recoded to a maximum value of 9 for respondent confidentiality. |
| 1622 | G6NUMLE | G6 Q18B # LEP STUDENTS IN READ CLASS | These data recoded to a maximum value of 9 for respondent confidentiality. |
| 1623 | G6DISAB | G6 Q18C NUMBER WITH DISABILITIES READ | These data recoded to a maximum value of 9 for respondent confidentiality. |
| 1669 | G6IENG | G6 Q32A READ INSTRUCTION- ENGLISH | These data suppressed for respondent confidentiality. |
| 1670 | G6ISPNH | G6 Q32B READ INSTRUCTION - SPANISH | These data suppressed for respondent confidentiality. |
| 1671 | G6IASN | G6 Q32C READ INSTRUCTION - ASIAN LNG | These data suppressed for respondent confidentiality. |
| 1672 | G6IOTLN | G6 Q32D READ INSTRUCTION - OTHER LNG | These data suppressed for respondent confidentiality. |
| 1673 | G6LNGOS | G6 Q32D LANGUAGE OF READ INSTRUCTION | These data suppressed for respondent confidentiality. |
| 1689 | M6GFTMTH | M6 Q1C GIFTED PROGRAM IN MATHEMATICS | These data suppressed for respondent confidentiality. |
| 1693 | M6LNGTM | M6 Q4 LENGTH OF TIME IN MATHEMATICS CLASS | These data suppressed for respondent confidentiality. |
| 1694 | M6GRMTH | M6 Q5 GRADE OF CHILDREN IN MATHEMATICS CLASS | These data suppressed for respondent confidentiality. |
| 1695 | M6ASIAN | M6 Q6A # ASIAN/PACIFIC ISLANDERS MATH | These data recoded to a maximum value of 7 for respondent confidentiality. |
| 1696 | M6HISP | M6 Q6B # HISPANICS (ALL RACES) MATH | These data recoded to a maximum value of 11 for respondent confidentiality. |
| 1697 | M6BLACK | M6 Q6C # NON-HISPANIC BLACKS MATH | These data recoded to a maximum value of 16 for respondent confidentiality. |
| 1698 | M6WHITE | M6 Q6D # NON-HISPANIC WHITES MATH | These data recoded for to a maximum value of 27 respondent confidentiality. |

See note at end of table.

Table 7-16. Recoded and suppressed data on the ECLS-K Fifth-Grade Public-Use Data File—Continued

| Field ID | Variable | Field label | Comment |
|---|---|---|---|
| 1699 | M6AMRIN | M6 Q6E # AMERICAN INDIANS MATH | These data recoded to a maximum value of 2 for respondent confidentiality. |
| 1700 | M6RACEO | M6 Q6F # OF STUDENTS OTHER RACES MATH | These data recoded to a maximum value of 2 for respondent confidentiality. |
| 1701 | M6TOTRA | M6 Q6G TOTAL ENROLLMENT (RACES) MATH | These data recoded to a maximum value of 36 and minimum value of 10 for respondent confidentiality. |
| 1702 | M6BOYS | M6 Q7A NUMBER OF BOYS IN MATHEMATICS CLASS | These data recoded to a maximum value of 19 and minimum value of 4 for respondent confidentiality. |
| 1703 | M6GIRLS | M6 Q7B NUMBER OF GIRLS IN MATHEMATICS CLASS | These data recoded to a maximum value of 20 and minimum value of 4 for respondent confidentiality. |
| 1704 | M6TOTGEN | M6 Q7C TOTAL ENROLLMENT (GENDER) MATH | These data recoded to a maximum value of 36 and minimum value of 10 for respondent confidentiality. |
| 1705 | M6GIFT | M6 Q8A # GIFTED/TALENTED IN MATHEMATICS CLASS | These data recoded to a maximum value of 9 for respondent confidentiality. |
| 1706 | M6NUMLE | M6 Q8B # LEP STUDENTS IN MATHEMATICS CLASS | These data recoded to a maximum value of 9 for respondent confidentiality. |
| 1707 | M6DISAB | M6 Q8C NUMBER WITH DISABILITIES MATH | These data recoded to a maximum value of 9 for respondent confidentiality. |
| 1743 | M6IENG | M6 Q17A MATHEMATICS INSTRUCTION- ENGLISH | These data suppressed for respondent confidentiality. |
| 1744 | M6ISPNH | M6 Q17B MATHEMATICS INSTRUCTION - SPANISH | These data suppressed for respondent confidentiality. |
| 1745 | M6IASN | M6 Q17C MATHEMATICS INSTRUCTION - ASIAN LNG | These data suppressed for respondent confidentiality. |
| 1746 | M6IOTLN | M6 Q17D MATHEMATICS INSTRUCTION - OTHER LNG | These data suppressed for respondent confidentiality. |
| 1747 | M6LNGOS | M6 Q17D LANGUAGE OF MATHEMATICS INSTRUCTION | These data suppressed for respondent confidentiality. |
| 1760 | N6LNGTM | N6 Q3 LENGTH OF TIME IN SCIE CLASS | These data suppressed for respondent confidentiality. |
| 1761 | N6GRDSCI | N6 Q4 GRADE OF CHILDREN IN SCIENCE CLASS | These data suppressed for respondent confidentiality. |
| 1762 | N6ASIAN | N6 Q5A # ASIAN/PACIFIC ISLANDERS SCIE | These data recoded to a maximum value of 7 for respondent confidentiality. |
| 1763 | N6HISP | N6 Q5B # HISPANICS (ALL RACES) SCIE | These data recoded to a maximum value of 11 for respondent confidentiality. |
| 1764 | N6BLACK | N6 Q5C # NON-HISPANIC BLACKS SCIE | These data recoded to a maximum value of 16 for respondent confidentiality. |
| 1765 | N6WHITE | N6 Q5D # NON-HISPANIC WHITES SCIE | These data recoded to a maximum value of 27 for respondent confidentiality. |
| 1766 | N6AMRIN | N6 Q5E # AMERICAN INDIANS SCIE | These data recoded to a maximum value of 2 for respondent confidentiality. |
| 1767 | N6RACEO | N6 Q5F # OF STUDENTS OTHER RACES SCIE | These data recoded to a maximum value of 2 for respondent confidentiality. |
| 1768 | N6TOTRA | N6 Q5G TOTAL ENROLLMENT (RACES) SCIE | These data recoded to a maximum value of 36 and a minimum value of 10 for respondent confidentiality. |
| 1769 | N6BOYS | N6 Q6A NUMBER OF BOYS IN SCIE CLASS | These data recoded to a maximum value of 19 and a minimum value of 4 for respondent confidentiality. |
| 1770 | N6GIRLS | N6 Q6B NUMBER OF GIRLS IN SCIE CLASS | These data recoded to a maximum value of 20 and a minimum value of 4 for respondent confidentiality. |
| 1771 | N6TOTGEN | N6 Q6C TOTAL ENROLLMENT (GENDER) SCIE | These data recoded to a maximum value of 36 and a minimum value of 10 for respondent confidentiality. |

See note at end of table.

Table 7-16. Recoded and suppressed data on the ECLS-K Fifth-Grade Public-Use Data File—Continued

| Field ID | Variable | Field label | Comment |
|---|---|---|---|
| 1772 | N6GIFT | N6 Q7A # GIFTED/TALENTED IN SCIE CLASS | These data recoded to a maximum value of 9 for respondent confidentiality. |
| 1773 | N6NUMLE | N6 Q7B # LEP STUDENTS IN SCIE CLASS | These data recoded to a maximum value of 9 for respondent confidentiality. |
| 1774 | N6DISAB | N6 Q7C NUMBER WITH DISABILITIES SCIE | These data recoded to a maximum value of 9 for respondent confidentiality. |
| 1804 | N6IENG | N6 Q13A SCIE INSTRUCTION- ENGLISH | These data suppressed for respondent confidentiality. |
| 1805 | N6ISPNH | N6 Q13B SCIE INSTRUCTION - SPANISH | These data suppressed for respondent confidentiality. |
| 1806 | N6IASN | N6 Q13C SCIE INSTRUCTION - ASIAN LNG | These data suppressed for respondent confidentiality. |
| 1807 | N6IOTLN | N6 Q13D SCIE INSTRUCTION - OTHER LNG | These data suppressed for respondent confidentiality. |
| 1808 | N6LNGOS | N6 Q13D LANGUAGE OF SCIE INSTRUCTION | These data suppressed for respondent confidentiality. |
| 1812 | S6DAYSYR | S6 Q1 DAYS IN SCH YR | These data recoded for respondent confidentiality. |
| 1813 | S6ADA | S6 Q2 % AVERAGE DAILY ATTENDANCE FOR YR | These data recoded for respondent confidentiality. |
| 1815 | S6ANUMCH | S6 Q3A # ENROLLED AROUND 10/1/2003 | These data recoded for respondent confidentiality. |
| 1816 | S6BNUMCH | S6 Q3B # ENROLLED SINCE 10/1/2003 | These data recoded for respondent confidentiality. |
| 1817 | S6CNUMCH | S6 Q3C # WHO LEFT - DIDN'T RETURN | These data recoded to a maximum value of 150 for respondent confidentiality. |
| 1818 | S6UNGRAD | S6 Q4A GRADE LEVEL-UNGRADED | These data suppressed for respondent confidentiality. |
| 1821 | S6KINDER | S6 Q4D GRADE LEVEL-KINDERGARTEN | These data suppressed for respondent confidentiality. |
| 1822 | S6GRADE1 | S6 Q4E GRADE LEVEL-FIRST GRADE | These data suppressed for respondent confidentiality. |
| 1823 | S6SECOND | S6 Q4F GRADE LEVEL-SECOND GRADE | These data suppressed for respondent confidentiality. |
| 1824 | S6THIRD | S6 Q4G GRADE LEVEL-THIRD GRADE | These data suppressed for respondent confidentiality. |
| 1825 | S6FOURTH | S6 Q4H GRADE LEVEL-FOURTH GRADE | These data suppressed for respondent confidentiality. |
| 1830 | S6NINTH | S6 Q4M GRADE LEVEL-NINTH GRADE | These data suppressed for respondent confidentiality. |
| 1831 | S6TENTH | S6 Q4N GRADE LEVEL-TENTH GRADE | These data suppressed for respondent confidentiality. |
| 1832 | S611TH | S6 Q4O GRADE LEVEL-ELEVENTH GRADE | These data suppressed for respondent confidentiality. |
| 1833 | S612TH | S6 Q4P GRADE LEVEL-TWELFTH GRADE | These data suppressed for respondent confidentiality. |
| 1835 | S6REGSKL | S6 Q6A IS IT REGULAR PUBLIC SCHOOL | These data suppressed for respondent confidentiality. |
| 1836 | S6MAGSKL | S6 Q6B IS IT A MAGNET SCHOOL | These data suppressed for respondent confidentiality. |
| 1838 | S6BIASKL | S6 Q6D IS IT A TRIBAL SCHOOL | These data suppressed for respondent confidentiality. |
| 1839 | S6SPEDSK | S6 Q6E IS IT A SPECIAL ED SCHOOL | These data suppressed for respondent confidentiality. |
| 1844 | S6PRIVRD | S6 Q7A4 IS IT A PRIVATE ORDER | These data suppressed for respondent confidentiality. |
| 1846 | S6NAISKL | S6 Q7C PRIVATE-ACCREDITED BY NAIS | These data suppressed for respondent confidentiality. |
| 1847 | S6OTHPRI | S6 Q7D IS IT OTHER PRIVATE | These data suppressed for respondent confidentiality. |
| 1848 | S6PVTSPD | S6 Q7E IS IT SPECIAL EDUCATION | These data suppressed for respondent confidentiality. |
| 1850 | S6ASNPCT | S6 Q8A PERCENT OF ASIAN STUDENTS | These data suppressed for respondent confidentiality. |
| 1852 | S6HSPPCT | S6 Q8B PERCENT OF HISPANIC STUDENTS | These data recoded for respondent confidentiality. |
| 1854 | S6BLKPCT | S6 Q8C PERCENT OF BLACK STUDENTS | These data recoded for respondent confidentiality. |
| 1856 | S6WHTPCT | S6 Q8D PERCENT OF WHITE STUDENTS | These data suppressed for respondent confidentiality. |
| 1858 | S6INDPCT | S6 Q8E PERCENT OF AMERICAN INDIANS | These data suppressed for respondent confidentiality. |
| 1860 | S6OTHPCT | S6 Q8F PERCENT OF OTHER STUDENTS | These data recoded for respondent confidentiality. |
| 1862 | S6LEPSCH | S6 Q9A PERCENT OF LEP CHILDREN | These data recoded for respondent confidentiality. |
| 1863 | S6LEPFIF | S6 Q9B % LEP IN FIFTH GRADE | These data recoded for respondent confidentiality. |
| 1864 | S6SYRSMM | S6 Q10A SCH START MONTH | These data suppressed for respondent confidentiality. |
| 1865 | S6SYRSDD | S6 Q10B SCH START DAY | These data suppressed for respondent confidentiality. |
| 1866 | S6SYREMM | S6 Q10D SCH END MONTH | These data suppressed for respondent confidentiality. |

See note at end of table.

Table 7-16. Recoded and suppressed data on the ECLS-K Fifth-Grade Public-Use Data File—Continued

| Field ID | Variable | Field label | Comment |
|---|---|---|---|
| 1867 | S6SYREDD | S6 Q10E SCH END DAY | These data suppressed for respondent confidentiality. |
| 1868 | S6AMBUSF | S6 Q11 TIME FIRST BUS AM | These data recoded for respondent confidentiality. |
| 1869 | S6AMBUSL | S6 Q12 TIME LAST BUS AM | These data recoded for respondent confidentiality. |
| 1870 | S6STRTAM | S6 Q13 OFFICIAL SCHOOL START TIME AM | These data recoded for respondent confidentiality. |
| 1878 | S6BRKSTR | S6 Q16A TIME BREAKFAST START | These data recoded for respondent confidentiality. |
| 1879 | S6BRKEND | S6 Q16B TIME BREAKFAST END | These data recoded for respondent confidentiality. |
| 1882 | S6PRABRK | S6 Q19A2 PARTICIPATE ANY SCH BREAKFAST | These data suppressed for respondent confidentiality. |
| 1883 | S6ELIBRK | S6 Q19B1 ELIGIBLE FOR FREE BREAKFAST | These data suppressed for respondent confidentiality. |
| 1884 | S6PARBRK | S6 Q19B2 PARTICIPATES IN BREAKFAST | These data suppressed for respondent confidentiality. |
| 1885 | S6ELRPBK | S6 Q19C1 ELIGIBLE RED-PRICE BREAKFAST | These data suppressed for respondent confidentiality. |
| 1886 | S6PARPBK | S6 Q19C2 PARTICIPATE RED-PRICE BREAKFAST | These data suppressed for respondent confidentiality. |
| 1887 | S6PAALUN | S6 Q20A2 PARTICIPATE ANY SCH LUNCH | These data suppressed for respondent confidentiality. |
| 1888 | S6ELILNC | S6 Q20B1 ELIGIBLE FOR FREE LUNCH | These data suppressed for respondent confidentiality. |
| 1889 | S6PARLNC | S6 Q20B2 PARTICIPATES IN FREE LUNCH | These data suppressed for respondent confidentiality. |
| 1890 | S6ELIRED | S6 Q20C1 ELIGIBLE IN REDUCED-PRICE LUNCH | These data suppressed for respondent confidentiality. |
| 1891 | S6PARRED | S6 Q20C2 PARTICIPATES IN RED-PRICE LUNCH | These data suppressed for respondent confidentiality. |
| 1904 | S6LBRYOK | S6 Q24C DOES LIBRARY MEET NEEDS | These data suppressed for respondent confidentiality. |
| 1908 | S6PLAYOK | S6 Q24G DOES PLAYGROUND MEET NEEDS | These data suppressed for respondent confidentiality. |
| 1912 | S6PORTBL | S6 Q25 # PORTABLE CLASSROOMS | These data recoded to a maximum value of 15 for respondent confidentiality. |
| 1959 | S6NOTEST | S6 Q34 NO GRADE TESTED | These data suppressed for respondent confidentiality. |
| 1971 | S6RTCHFL | S6 Q38A1 # REG CLASSROOM TCHR-FULL | These data recoded for respondent confidentiality. |
| 1972 | S6RTCHPT | S6 Q38A2 # REG CLASSROOM TCHR-PART | These data recoded to a maximum value of 5 for respondent confidentiality. |
| 1973 | S6MSARFL | S6 Q38B1 # GYM DRAMA MUSIC ART TCHR-FULL | These data recoded to a maximum value of 6 for respondent confidentiality. |
| 1974 | S6MSARPT | S6 Q38B2 # GYM DRAMA MUSIC ART TCHR-PART | These data recoded to a maximum value of 6 for respondent confidentiality. |
| 1975 | S6SPEDFL | S6 Q38C1 # SPECIAL ED TCHR-FULL | These data recoded to a maximum value of 11 for respondent confidentiality. |
| 1976 | S6SPEDPT | S6 Q38C2 # SPECIAL ED TCHR-PART | These data recoded to a maximum value of 6 for respondent confidentiality. |
| 1977 | S6ESLFL | S6 Q38D1 # ESL/BILINGUAL TCHR-FULL | These data recoded to a maximum value of 8 for respondent confidentiality. |
| 1978 | S6ESLPT | S6 Q38D2 # ESL/BILINGUAL TCHR-PART | These data recoded to a maximum value of 2 for respondent confidentiality. |
| 1979 | S6READFL | S6 Q38E1 # READING TCHR/SPECIALIST-FULL | These data recoded to a maximum value of 5 for respondent confidentiality. |
| 1980 | S6READPT | S6 Q38E2 # READING TCHR/SPECIALIST-PART | These data recoded to a maximum value of 4 for respondent confidentiality. |
| 1981 | S6GIFTFL | S6 Q38F1 # GIFTED/TALENTED TCHR-FULL | These data recoded to a maximum value of 5 for respondent confidentiality. |
| 1982 | S6GIFTPT | S6 Q38F2 # GIFTED/TALENTED TCHR-PART | These data recoded to a maximum value of 2 for respondent confidentiality. |

See note at end of table.

Table 7-16. Recoded and suppressed data on the ECLS-K Fifth-Grade Public-Use Data File—Continued

| Field ID | Variable | Field label | Comment |
|---|---|---|---|
| 1983 | S6NURSFL | S6 Q38G1 # SCH NURSE HEALTH PROF-FULL | These data recoded to a maximum value of 2 for respondent confidentiality. |
| 1984 | S6NURSPT | S6 Q38G2 # SCH NURSE HEALTH PROF-PART | These data recoded to a maximum value of 2 for respondent confidentiality. |
| 1985 | S6PSYCFL | S6 Q38H1 SCH PSYCH/ SOCIAL WORKER-FULL | These data recoded to a maximum value of 2 for respondent confidentiality. |
| 1986 | S6PSYCPT | S6 Q38H2 SCH PSYCH/SOCIAL WORKER-PART | These data recoded to a maximum value of 2 for respondent confidentiality. |
| 1987 | S6PARAFL | S6 Q38I1 # PARAPROFESSIONALS-FULL | These data recoded to a maximum value of 20 for respondent confidentiality. |
| 1988 | S6PARAPT | S6 Q38I2 # PARAPROFESSIONALS-PART | These data recoded to a maximum value of 14 for respondent confidentiality. |
| 1989 | S6LIBRFL | S6 Q38J1 # LIBRARIANS-FULL | These data recoded to a maximum value of 2 for respondent confidentiality. |
| 1990 | S6LIBRPT | S6 Q38J2 # LIBRARIANS-PART | These data recoded to a maximum value of 2 for respondent confidentiality. |
| 1992 | S6HWLONG | S6 Q39E RESP (NOT PRINCIPAL) YR AT SCH | These data recoded to a maximum value of 15 and a minimum of 1 for respondent confidentiality. |
| 2012 | S6BRTHYR | S6 Q43 YEAR PRINCIPAL WAS BORN | These data recoded to a maximum value of 1971 and a minimum of 1941 for respondent confidentiality. |
| 2013 | S6ORIGIN | S6 Q44 PRINCIPAL IS HISPANIC/LATINO | These data suppressed for respondent confidentiality. |
| 2014 | S6RACE1 | S6 Q45A PRINCIPAL IS AMERICAN INDIAN | These data suppressed for respondent confidentiality. |
| 2015 | S6RACE2 | S6 Q45B PRINCIPAL IS ASIAN | These data suppressed for respondent confidentiality. |
| 2016 | S6RACE3 | S6 Q45C PRINCIPAL IS BLACK | These data suppressed for respondent confidentiality. |
| 2017 | S6RACE4 | S6 Q45D PRINCIPAL IS HAWAIIAN OR PAC IS | These data suppressed for respondent confidentiality. |
| 2018 | S6RACE5 | S6 Q45E PRINCIPAL IS WHITE | These data suppressed for respondent confidentiality. |
| 2019 | S6YSTCH | S6 Q46A NUMBER OF YRS TEACHING | These data recoded to a maximum value of 26 and a minimum of 2 for respondent confidentiality. |
| 2020 | S6TOTPRI | S6 Q46B NUMBER OF YRS AS PRINCIPAL | These data recoded to a maximum value of 25 and a minimum of 1 for respondent confidentiality. |
| 2021 | S6PRINHR | S6 Q46C NUMBER YRS A PRINCIPAL HERE | These data recoded to a maximum value of 15 and a minimum of 1 for respondent confidentiality. |
| 2022 | S6EDLVL | S6 Q47 HIGHEST LEVEL OF EDUCATION | These data recoded for respondent confidentiality. |
| 2023 | S6MAJOR | S6 Q48 MAJOR FIELD HIGHEST ED LEVEL | These data recoded for respondent confidentiality. |
| 2027 | K6GUARDO | K6 Q1A1 OBSERVED SECURITY GUARD | These data suppressed for respondent confidentiality. |
| 2028 | K6GUARDS | K6 Q1A2 SCH CNFRM SECURITY GUARD | These data suppressed for respondent confidentiality. |
| 2029 | K6METDTO | K6 Q1B1 OBSERVED METAL DETECTORS | These data suppressed for respondent confidentiality. |
| 2030 | K6METDTS | K6 Q1B2 SCH CNFRM METAL DETECTORS | These data suppressed for respondent confidentiality. |
| 2032 | K6SCAMS | K6 Q1C2 SCH CNFRM SECURITY CAMERAS | These data suppressed for respondent confidentiality. |
| 2034 | K6BARSS | K6 Q1D2 SCH CNFRM WINDOW AND DOOR BARS | These data suppressed for respondent confidentiality. |
| 2038 | K6FENCES | K6 Q1F2 SCH CNFRM FENCING AROUND SCHOOL | These data suppressed for respondent confidentiality. |
| 2043 | K6INTCMO | K6 Q1I1 OBSERVED INTERCOMS | These data suppressed for respondent confidentiality. |
| 2045 | K6ALARMO | K6 Q1J1 OBSERVED FIRE ALARMS | These data suppressed for respondent confidentiality. |
| 2046 | K6ALARMS | K6 Q1J2 SCH CNFRM FIRE ALARMS | These data suppressed for respondent confidentiality. |
| 2047 | K6FREXTO | K6 Q1K1 OBSERVED FIRE EXTINGUISHERS | These data suppressed for respondent confidentiality. |

See note at end of table.

Table 7-16. Recoded and suppressed data on the ECLS-K Fifth-Grade Public-Use Data File—Continued

| Field ID | Variable | Field label | Comment |
|---|---|---|---|
| 2058 | D6GENDER | D6 Q1 TEACHER'S GENDER | These data suppressed for respondent confidentiality. |
| 2059 | D6YRBORN | D6 Q2 TEACHER'S YEAR OF BIRTH | These data suppressed for respondent confidentiality. |
| 2060 | D6HISP | D6 Q3 HISPANIC OR LATINO | These data suppressed for respondent confidentiality. |
| 2061 | D6RACE1 | D6 Q4 AMERICAN INDIAN OR ALASKA NATIVE | These data suppressed for respondent confidentiality. |
| 2062 | D6RACE2 | D6 Q4 ASIAN | These data suppressed for respondent confidentiality. |
| 2063 | D6RACE3 | D6 Q4 BLACK OR AFRICAN AMERICAN | These data suppressed for respondent confidentiality. |
| 2064 | D6RACE4 | D6 Q4 NATIVE HAWAIIAN OR OTHER PAC ISL | These data suppressed for respondent confidentiality. |
| 2065 | D6RACE5 | D6 Q4 WHITE | These data suppressed for respondent confidentiality. |
| 2066 | D6SCHLYR | D6 Q5 YEARS AT THIS SCHOOL | These data suppressed for respondent confidentiality. |
| 2067 | D6SPLYRS | D6 Q6 YEARS WITH SPECIAL ED STUDENTS | These data suppressed for respondent confidentiality. |
| 2068 | D6YRSTCH | D6 Q7 TOTAL YEARS TEACHING | These data suppressed for respondent confidentiality. |
| 2069 | D6ASSIGN | D6 Q8 TEACHER'S MAIN ASSIGNMENT | These data suppressed for respondent confidentiality. |
| 2070 | D6HGHSTD | D6 Q9 HIGHEST ED LEVEL TEACHER ACHIEVED | These data suppressed for respondent confidentiality. |
| 2071 | D6EMRGN | D6 Q10A EMERGENCY CREDENTIAL | These data suppressed for respondent confidentiality. |
| 2072 | D6PRVSN | D6 Q10B PROVISIONAL CREDENTIAL | These data suppressed for respondent confidentiality. |
| 2073 | D6DISSPE | D6 Q10C DISABILITY-SPECIFIC CREDENTIAL | These data suppressed for respondent confidentiality. |
| 2074 | D6SPED | D6 Q10D SPECIAL EDUCATION CREDENTIAL | These data suppressed for respondent confidentiality. |
| 2075 | D6GNED | D6 Q10E GENERAL EDUCATION CREDENTIAL | These data suppressed for respondent confidentiality. |
| 2076 | D6SPCH | D6 Q10F SPEECH/LANGUAGE LICENSE | These data suppressed for respondent confidentiality. |
| 2077 | D6PHYST | D6 Q10G PHYSICAL THERAPY LICENSE | These data suppressed for respondent confidentiality. |
| 2078 | D6OCCPT | D6 Q10H OCCUPATIONAL THERAPY LICENSE | These data suppressed for respondent confidentiality. |
| 2079 | D6CTCLIN | D6 Q10I CERTIF OF CLINICAL COMPETENCE | These data suppressed for respondent confidentiality. |
| 2080 | D6OTHPRF | D6 Q10J OTHER PROFESSIONAL LICENSE | These data suppressed for respondent confidentiality. |
| 2081 | D6NOCRED | D6 Q10K NO CREDENTIALS/ENDORSEMENTS | These data suppressed for respondent confidentiality. |
| 2082 | D6EARLY | D6 Q11A TEACHER'S EARLY EDUCATION COURSE | These data suppressed for respondent confidentiality. |
| 2083 | D6ERLSPE | D6 Q11B EARLY CHDHD SPECIAL ED COURSE | These data suppressed for respondent confidentiality. |
| 2084 | D6ELEM | D6 Q11C TEACHER'S ELEMENTARY ED COURSES | These data suppressed for respondent confidentiality. |
| 2085 | D6SECED | D6 Q11D SECONDARY EDUCATION COURSE | These data suppressed for respondent confidentiality. |
| 2086 | D6ESL | D6 Q11E TEACHER'S ESL COLLEGE COURSES | These data suppressed for respondent confidentiality. |
| 2087 | D6BILED | D6 Q11F BILINGUAL EDUCATION COURSE | These data suppressed for respondent confidentiality. |
| 2088 | D6SPECED | D6 Q11G TEACHER'S SPECIAL ED COURSES | These data suppressed for respondent confidentiality. |
| 2089 | D6LRNDIS | D6 Q11H LEARNING DISABILITIES COURSE | These data suppressed for respondent confidentiality. |
| 2090 | D6MNTL | D6 Q11I MENTAL RETARDATION COURSE | These data suppressed for respondent confidentiality. |
| 2091 | D6ORTHPD | D6 Q11J ORTHOPEDIC IMPAIRMNTS COURSE | These data suppressed for respondent confidentiality. |
| 2092 | D6EMTNL | D6 Q11K EMOTIONAL DISTURBAN COURSE | These data suppressed for respondent confidentiality. |
| 2093 | D6DEAF | D6 Q11L DEAFNESS COURSE | These data suppressed for respondent confidentiality. |
| 2094 | D6BLIND | D6 Q11M BLINDNESS COURSE | These data suppressed for respondent confidentiality. |
| 2095 | D6COMDIS | D6 Q11N COMMNCTN DISORDERS COURSE | These data suppressed for respondent confidentiality. |
| 2096 | D6INFNT | D6 Q11O DISABLD INFANTS/TODLRS COURSE | These data suppressed for respondent confidentiality. |
| 2097 | D6PHYSTH | D6 Q11P PHYSICAL THERAPY COURSE | These data suppressed for respondent confidentiality. |
| 2098 | D6OCCTH | D6 Q11Q OCCUPATIONAL THERAPY COURSE | These data suppressed for respondent confidentiality. |
| 2099 | D6SCHPSY | D6 Q11R SCHOOL PSYCHOLOGY COURSE | These data suppressed for respondent confidentiality. |
| 2100 | D6CLMGMT | D6 Q11S CLASSROOM MANAGEMENT COURSE | These data suppressed for respondent confidentiality. |
| 2101 | D6CRPOS2 | D6 Q12 CURRENT POSITION IN SCHOOL (R) | These data suppressed for respondent confidentiality. |
| 2102 | D6GENED | D6 Q13A WORK IN GENERAL ED ROOM | These data suppressed for respondent confidentiality. |

See note at end of table.

Table 7-16. Recoded and suppressed data on the ECLS-K Fifth-Grade Public-Use Data File—Continued

| Field ID | Variable | Field label | Comment |
|---|---|---|---|
| 2103 | D6SPEDRM | D6 Q13B WORK IN A SPECIAL ED ROOM | These data suppressed for respondent confidentiality. |
| 2104 | D6NCLSS | D6 Q13C WORK IN NON-CLASSROOM SPACE | These data suppressed for respondent confidentiality. |
| 2105 | D6OTHRM | D6 Q13D WORK IN OTHER TYPE OF ROOM | These data suppressed for respondent confidentiality. |
| 2106 | D6NODIR | D6 Q13E DON'T WORK W/STUDENT DIRECTLY | These data suppressed for respondent confidentiality. |
| 2107 | D6NOSTDN | D6 Q14 NUMBER OF STUDENTS W/ IEPS | These data suppressed for respondent confidentiality. |
| 2108 | D6MMCOM | D6 Q15 MONTH QUESTIONNAIRE COMPLETED | These data suppressed for respondent confidentiality. |
| 2109 | D6DDCOM | D6 Q15 DAY QUESTIONNAIRE COMPLETED | These data suppressed for respondent confidentiality. |
| 2110 | D6YYCOM | D6 Q15 YEAR QUESTIONNAIRE COMPLETED | These data suppressed for respondent confidentiality. |
| 2111 | E6SPEIEP | E6 Q1 CURRENT SP ED SERVICE THROUGH IEP | These data suppressed for respondent confidentiality. |
| 2112 | E6ENRGR | E6 Q2 CHILD ENROLLMENT GRADE | These data suppressed for respondent confidentiality. |
| 2113 | E6FIRIEP | E6 Q3 WHEN DID CHILD FIRST HAVE IEP | These data suppressed for respondent confidentiality. |
| 2114 | E6RVRCRD | E6 Q4 REVIEWED CHILD'S SP ED RECORD | These data suppressed for respondent confidentiality. |
| 2115 | E6PRMDIS | E6 Q5 STUDENT'S MAIN DISABILITY CATEGORY | These data suppressed for respondent confidentiality. |
| 2116 | E6LRNDIS | E6 Q6A SPECIAL ED/LEARNING DISABILITY | These data suppressed for respondent confidentiality. |
| 2117 | E6EMTPRB | E6 Q6B SPECIAL ED/EMOTIONAL PROBLEM | These data suppressed for respondent confidentiality. |
| 2118 | E6SPCHLN | E6 Q6C SPECIAL ED /SPEECH IMPAIRMENT | These data suppressed for respondent confidentiality. |
| 2119 | E6MNTRTR | E6 Q6D SPECIAL ED/MENTAL RETARDATION | These data suppressed for respondent confidentiality. |
| 2120 | E6BLNVSL | E6 Q6E SPECIAL ED/VISUAL IMPAIRMENT | These data suppressed for respondent confidentiality. |
| 2121 | E6DEAFHH | E6 Q6F SPECIAL ED/HARD OF HEARING | These data suppressed for respondent confidentiality. |
| 2122 | E6HLTHIM | E6 Q6G SPECIAL ED/HEALTH IMPAIRMENT | These data suppressed for respondent confidentiality. |
| 2123 | E6PHYSIM | E6 Q6H SPECIAL ED/PHYSICAL IMPAIRMNT | These data suppressed for respondent confidentiality. |
| 2124 | E6MLTIM | E6 Q6I SPECIAL ED/MULTIPLE IMPAIRMENT | These data suppressed for respondent confidentiality. |
| 2125 | E6DFBLND | E6 Q6J SPECIAL ED/DEAF-BLIND | These data suppressed for respondent confidentiality. |
| 2126 | E6DEVDLY | E6 Q6K SPECIAL ED/DEV DELAY | These data suppressed for respondent confidentiality. |
| 2127 | E6AUTISM | E6 Q6L SPECIAL ED/AUTISM | These data suppressed for respondent confidentiality. |
| 2128 | E6BRAIN | E6 Q6M SPECIAL ED/BRAIN INJURY | These data suppressed for respondent confidentiality. |
| 2129 | E6SPED | E6 Q7 RECEIVING SP ED OR RELATED SERVCS | These data suppressed for respondent confidentiality. |
| 2130 | E6IEPRDG | E6 Q8A IEP GOAL-READING | These data suppressed for respondent confidentiality. |
| 2131 | E6IEPMTH | E6 Q8B IEP GOAL-MATHEMATICS | These data suppressed for respondent confidentiality. |
| 2132 | E6IEPLNG | E6 Q8C IEP GOAL-LANGUAGE ARTS | These data suppressed for respondent confidentiality. |
| 2133 | E6IEPSCI | E6 Q8D IEP GOAL-SCIENCE | These data suppressed for respondent confidentiality. |
| 2134 | E6IEPADT | E6 Q8E IEP GOAL-AUDITORY PROCESSING | These data suppressed for respondent confidentiality. |
| 2135 | E6IEPLST | E6 Q8F IEP GOAL-LISTENING COMPREHENSION | These data suppressed for respondent confidentiality. |
| 2136 | E6IEPORL | E6 Q8G IEP GOAL-ORAL EXPRESSION | These data suppressed for respondent confidentiality. |
| 2137 | E6IEPVOC | E6 Q8H IEP GOAL-VOICE/SPEECH ARTICULATN | These data suppressed for respondent confidentiality. |
| 2138 | E6IEPLP | E6 Q8I IEP GOAL-LANGUAGE PRAGMATICS | These data suppressed for respondent confidentiality. |
| 2139 | E6IEPSOC | E6 Q8J IEP GOAL-SOCIAL SKILLS | These data suppressed for respondent confidentiality. |
| 2140 | E6IEPADP | E6 Q8K IEP GOAL-ADAPTIVE BEHAVIOR | These data suppressed for respondent confidentiality. |
| 2141 | E6IEPFMS | E6 Q8L IEP GOAL-FINE MOTOR SKILLS | These data suppressed for respondent confidentiality. |
| 2142 | E6IEPGMS | E6 Q8M IEP GOAL-GROSS MOTOR SKILLS | These data suppressed for respondent confidentiality. |
| 2143 | E6IEPMOB | E6 Q8N IEP GOAL-ORIENTATION+MOBILITY | These data suppressed for respondent confidentiality. |
| 2144 | E6IEPOTH | E6 Q8O IEP GOAL-OTHER SPECIFY | These data suppressed for respondent confidentiality. |
| 2145 | E6ADLGY | E6 Q9A AUDIOLOGY PROVIDED | These data suppressed for respondent confidentiality. |
| 2146 | E6CNSSER | E6 Q9B COUNSELING SERVICES PROVIDED | These data suppressed for respondent confidentiality. |
| 2147 | E6OCCTHR | E6 Q9C OCCUPATIONAL THERAPY PROVIDED | These data suppressed for respondent confidentiality. |

See note at end of table.

Table 7-16. Recoded and suppressed data on the ECLS-K Fifth-Grade Public-Use Data File—Continued

| Field ID | Variable | Field label | Comment |
|---|---|---|---|
| 2148 | E6PHYTHR | E6 Q9D PHYSICAL THERAPY PROVIDED | These data suppressed for respondent confidentiality. |
| 2149 | E6PSYTHR | E6 Q9E PSYCHOLOGICAL SERVICES PR0VIDED | These data suppressed for respondent confidentiality. |
| 2150 | E6SCHHLT | E6 Q9F SCHOOL HEALTH SERVICES PROVIDED | These data suppressed for respondent confidentiality. |
| 2151 | E6SOCWRK | E6 Q9G SOCIAL WORK SERVICES PROVIDED | These data suppressed for respondent confidentiality. |
| 2152 | E6TRNSPR | E6 Q9H SPECIAL TRANSPORT PROVIDED | These data suppressed for respondent confidentiality. |
| 2153 | E6LNGTHR | E6 Q9I LANGUAGE THERAPY PROVIDED | These data suppressed for respondent confidentiality. |
| 2154 | E6MOBILT | E6 Q9J ORIENTATION SERVICES PROVIDED | These data suppressed for respondent confidentiality. |
| 2155 | E6MIBILT | E6 Q9K MOBILITY SERVICES PROVIDED | These data suppressed for respondent confidentiality. |
| 2156 | E6REHAB | E6 Q9L REHABILITATION SERVICES PROVIDED | These data suppressed for respondent confidentiality. |
| 2157 | E6OTHSER | E6 Q9M OTHER SERVICE PROVIDED | These data suppressed for respondent confidentiality. |
| 2158 | E6HRSSPE | E6 Q10 HRS/WK SP ED SCHEDULED FOR CHILD | These data suppressed for respondent confidentiality. |
| 2159 | E6ADPPE | E6 Q11A ADAPTIVE PHYSICAL EDUCATION | These data suppressed for respondent confidentiality. |
| 2160 | E6CLSAD | E6 Q11B CLASSROOM AIDES | These data suppressed for respondent confidentiality. |
| 2161 | E6BRAILE | E6 Q11C INSTRUCTION IN BRAILLE | These data suppressed for respondent confidentiality. |
| 2162 | E6INTRPR | E6 Q11D INTERPRETER FOR THE DEAF | These data suppressed for respondent confidentiality. |
| 2163 | E6SGNLNG | E6 Q11E INSTRUCTN IN AMERCN SIGN LNG | These data suppressed for respondent confidentiality. |
| 2164 | E6MNLENG | E6 Q11F INSTRUCTN IN MANUAL ENGLISH | These data suppressed for respondent confidentiality. |
| 2165 | E6CUEDSP | E6 Q11G INSTRUCTION IN CUED SPEECH | These data suppressed for respondent confidentiality. |
| 2166 | E6USEBRA | E6 Q11H USE OF BRAILLE INSTRUCTION | These data suppressed for respondent confidentiality. |
| 2167 | E6USESGN | E6 Q11I USE OF AMERCN SIGN LNG INSTRUCT | These data suppressed for respondent confidentiality. |
| 2168 | E6USECUE | E6 Q11J USE OF MANUAL ENG INSTRUCTION | These data suppressed for respondent confidentiality. |
| 2169 | E6USECSP | E6 Q11K USE OF CUED SPEECH INSTRUCTION | These data suppressed for respondent confidentiality. |
| 2170 | E6PRMPLC | E6 Q12 PRIMARY PLACEMENT IN GEN ED CLSRM | These data suppressed for respondent confidentiality. |
| 2171 | E6SPEDOT | E6 Q13 % TIME SERV OUTSDE GN ED CLSRM | These data suppressed for respondent confidentiality. |
| 2172 | E6ONEON1 | E6 Q14A ONE-ON-ONE INSTRUCTION | These data suppressed for respondent confidentiality. |
| 2173 | E6SMLGRP | E6 Q14B SMALL-GROUP INSTRUCTION | These data suppressed for respondent confidentiality. |
| 2174 | E6LRGGRP | E6 Q14C LARGE-GROUP INSTRUCTION | These data suppressed for respondent confidentiality. |
| 2175 | E6COPLRN | E6 Q14D COOPERATIVE LEARNING | These data suppressed for respondent confidentiality. |
| 2176 | E6PEERTR | E6 Q14E PEER TUTORING | These data suppressed for respondent confidentiality. |
| 2177 | E6CMPTR | E6 Q14F COMPUTER-BASED INSTRUCTION | These data suppressed for respondent confidentiality. |
| 2178 | E6DIRINS | E6 Q14G DIRECT INSTRUCTION | These data suppressed for respondent confidentiality. |
| 2179 | E6COGSTR | E6 Q14H COGNITIVE STRATEGIES | These data suppressed for respondent confidentiality. |
| 2180 | E6SMNGT | E6 Q14I SELF-MANAGEMENT | These data suppressed for respondent confidentiality. |
| 2181 | E6BMNGT | E6 Q14J BEHAVIOR MANAGEMENT | These data suppressed for respondent confidentiality. |
| 2182 | E6NOINS | E6 Q14K DID NOT DELIVER INSTRUCTION | These data suppressed for respondent confidentiality. |
| 2183 | E6SGNINT | E6 Q14L THROUGH SIGN INTERPRETER | These data suppressed for respondent confidentiality. |
| 2184 | E6DKMTHD | E6 Q14M DON'T KNOW METHODS USED | These data suppressed for respondent confidentiality. |
| 2185 | E6GENEDC | E6 Q15A CURRICULUM GENERAL ED CLASSROOM | These data suppressed for respondent confidentiality. |
| 2186 | E6SPEDC | E6 Q15B CURRICULUM SPECIAL ED CLASSROOM | These data suppressed for respondent confidentiality. |
| 2187 | E6ACHLVL | E6 Q16 GOALS CHILD EXPECTED TO ACHIEVE | These data suppressed for respondent confidentiality. |
| 2188 | E6NOTEC | E5 Q17 DID NOT USE ASSIST TECH | These data suppressed for respondent confidentiality. |
| 2189 | E6VANS | E6 Q17A VANS, VEHICLES | These data suppressed for respondent confidentiality. |
| 2190 | E6WHLCHR | E6 Q17B WHEELCHAIRS | These data suppressed for respondent confidentiality. |
| 2191 | E6WHTCN | E6 Q17C WHITE CANES | These data suppressed for respondent confidentiality. |
| 2192 | E6ELCTRN | E6 Q17D ELECTRONIC COMMUNICATION AID | These data suppressed for respondent confidentiality. |

See note at end of table.

Table 7-16. Recoded and suppressed data on the ECLS-K Fifth-Grade Public-Use Data File—Continued

| Field ID | Variable | Field label | Comment |
|---|---|---|---|
| 2193 | E6NOELC | E6 Q17E NONELECTRONIC COMMUNICATION AID | These data suppressed for respondent confidentiality. |
| 2194 | E6HAIDS | E6 Q17F HEARING AIDS | These data suppressed for respondent confidentiality. |
| 2195 | E6FMLOOP | E6 Q17G FM LOOPS | These data suppressed for respondent confidentiality. |
| 2196 | E6TTYS | E6 Q17H TTYS/TDDS | These data suppressed for respondent confidentiality. |
| 2197 | E6IMPLNT | E6 Q17I COCHLEAR IMPLANTS | These data suppressed for respondent confidentiality. |
| 2198 | E6CPTN | E6 Q17J REAL TIME CAPTIONING | These data suppressed for respondent confidentiality. |
| 2199 | E6BRATXT | E6 Q17K BRAILLE TEXTS | These data suppressed for respondent confidentiality. |
| 2200 | E6ELCBRA | E6 Q17L ELECTRONIC BRAILLE DEVICES | These data suppressed for respondent confidentiality. |
| 2201 | E6DIGTXT | E6 Q17M DIGITAL TEXTS | These data suppressed for respondent confidentiality. |
| 2202 | E6MGNFY | E6 Q17N MAGNIFYING DEVICES | These data suppressed for respondent confidentiality. |
| 2203 | E6CCTV | E6 Q17O CCTV | These data suppressed for respondent confidentiality. |
| 2204 | E6TAPERC | E6 Q17P TAPE RECORDERS | These data suppressed for respondent confidentiality. |
| 2205 | E6CALC | E6 Q17Q CALCULATORS | These data suppressed for respondent confidentiality. |
| 2206 | E6ELCSPL | E6 Q17R ELECTRONIC SPELLING DEVICES | These data suppressed for respondent confidentiality. |
| 2207 | E6CMPIND | E6 Q17S COMPUTER FOR SOLE USE OF CHILD | These data suppressed for respondent confidentiality. |
| 2208 | E6CMPSHR | E6 Q17T COMPUTER SHARED W/OTHR CHILDREN | These data suppressed for respondent confidentiality. |
| 2209 | E6CMPRDG | E6 Q17U READING SOFTWARE | These data suppressed for respondent confidentiality. |
| 2210 | E6CMPWRT | E6 Q17V WRITING SOFTWARE | These data suppressed for respondent confidentiality. |
| 2211 | E6CMPMTH | E6 Q17W MATHEMATICS SOFTWARE | These data suppressed for respondent confidentiality. |
| 2212 | E6ADPOTH | E6 Q17X OTHER ASSIST TECH SPCFY | These data suppressed for respondent confidentiality. |
| 2213 | E6COMPUT | E6 Q18 CHILD ASSIGNED FULL TIME COMPUTER | These data suppressed for respondent confidentiality. |
| 2214 | E6OFTGTC | E6 Q19 FREQ MEET WITH GENERAL ED TCHRS | These data suppressed for respondent confidentiality. |
| 2215 | E6LNGTHM | E6 Q20 LENGTH OF GENERAL ED TEACHER MTGS | These data suppressed for respondent confidentiality. |
| 2216 | E6OFTPAR | E6 Q21 FREQ COMMUNICATION WITH PARENTS | These data suppressed for respondent confidentiality. |
| 2217 | E6EVLPSY | E6 Q22A PSYCHOLOGICAL EVALUATION | These data suppressed for respondent confidentiality. |
| 2218 | E6EVLSPC | E6 Q22B SPEECH/LANGUAGE EVALUATION | These data suppressed for respondent confidentiality. |
| 2219 | E6EVLVSN | E6 Q22C VISION EVALUATION | These data suppressed for respondent confidentiality. |
| 2220 | E6EVLHR | E6 Q22D HEARING EVALUATION | These data suppressed for respondent confidentiality. |
| 2221 | E6EVLLD | E6 Q22E LEARNING/EDUCATIONAL EVALUATION | These data suppressed for respondent confidentiality. |
| 2222 | E6EVLMS | E6 Q22F MOTOR SKILLS EVALUATION | These data suppressed for respondent confidentiality. |
| 2223 | E6EVLAC | E6 Q22G ACADEMICS EVALUATION | These data suppressed for respondent confidentiality. |
| 2224 | E6EVLOTH | E6 Q22H OTHER EVALUATION | These data suppressed for respondent confidentiality. |
| 2225 | E6GOAL | E6 Q23 PERCENT OF IEP GOALS MET | These data suppressed for respondent confidentiality. |
| 2226 | E6IEPNXY | E6 Q24 IEP NEXT YEAR | These data suppressed for respondent confidentiality. |
| 2227 | E6MMCOM | E6 Q25 MONTH QUESTIONNAIRE COMPLETED | These data suppressed for respondent confidentiality. |
| 2228 | E6DDCOM | E6 Q25 DAY QUESTIONNAIRE COMPLETED | These data suppressed for respondent confidentiality. |
| 2229 | E6YYCOM | E6 Q25 YEAR QUESTIONNAIRE COMPLETED | These data suppressed for respondent confidentiality. |
| 2230 | U6ALLYR | U6 Q1 IN SCHOOL WHOLE YEAR | These data suppressed for respondent confidentiality. |
| 2231 | U6MMENTR | U6 Q2A MONTH ENTERED SCHOOL | These data suppressed for respondent confidentiality. |
| 2232 | U6DDENTR | U6 Q2B DAY ENTERED SCHOOL | These data suppressed for respondent confidentiality. |
| 2233 | U6YYENTR | U6 Q2C YEAR ENTERED SCHOOL | These data suppressed for respondent confidentiality. |
| 2234 | U6MMLEFT | U6 Q3A MONTH LEFT SCHOOL | These data suppressed for respondent confidentiality. |
| 2235 | U6DDLEFT | U6 Q3B DAY LEFT SCHOOL | These data suppressed for respondent confidentiality. |
| 2236 | U6YYLEFT | U6 Q3C YEAR LEFT SCHOOL | These data suppressed for respondent confidentiality. |
| 2237 | U6WHYLFT | U6 Q4 WHY CHILD LEFT SCHOOL | These data suppressed for respondent confidentiality. |

See note at end of table.

Table 7-16. Recoded and suppressed data on the ECLS-K Fifth-Grade Public-Use Data File—Continued

| Field ID | Variable | Field label | Comment |
|---|---|---|---|
| 2238 | U6ATNREC | U6 Q6 SCH KEEPS ATTENDANCE RECORDS | These data suppressed for respondent confidentiality. |
| 2239 | U6ABSTOT | U6 Q6A CHILD TOTAL ABSENCES | These data recoded for respondent confidentiality. |
| 2240 | U6AXABS | U6 Q6B CHILD EXCUSED ABSENCES | These data recoded for respondent confidentiality. |
| 2241 | U6AUXABS | U6 Q6C CHILD UNEXCUSED ABSENCES | These data recoded for respondent confidentiality. |
| 2242 | U6BTARD | U6 Q7A CHILD TOTAL TARDIES | These data recoded for respondent confidentiality. |
| 2243 | U6BXTARD | U6 Q7B CHILD EXCUSED TARDIES | These data recoded for respondent confidentiality. |
| 2244 | U6BUXTAR | U6 Q7C CHILD UNEXCUSED TARDIES | These data recoded for respondent confidentiality. |
| 2245 | U6IEP | U6 Q8 IEP/IFSP ON FILE | These data suppressed for respondent confidentiality. |
| 2246 | U6IEP03 | U6 Q9A1 PRESENCE OF 2003-2004 IEP RECORD | These data suppressed for respondent confidentiality. |
| 2247 | U6IEP02 | U6 Q9B1 PRESENCE OF 2002-2003 IEP RECORD | These data suppressed for respondent confidentiality. |
| 2248 | U6IEP01 | U6 Q9C1 PRESENCE OF 2001-2002 IEP RECORD | These data suppressed for respondent confidentiality. |
| 2249 | U6MM03 | U6 Q9A2 MONTH 2003-2004 IEP SIGNED | These data suppressed for respondent confidentiality. |
| 2250 | U6MM02 | U6 Q9B2 MONTH 2002-2003 IEP SIGNED | These data suppressed for respondent confidentiality. |
| 2251 | U6MM01 | U6 Q9C2 MONTH 2001-2002 IEP SIGNED | These data suppressed for respondent confidentiality. |
| 2252 | U6YY03 | U6 Q9A3 YEAR 2003-2004 IEP SIGNED | These data suppressed for respondent confidentiality. |
| 2253 | U6YY02 | U6 Q9B3 YEAR 2002-2003 IEP SIGNED | These data suppressed for respondent confidentiality. |
| 2254 | U6YY01 | U6 Q9C3 YEAR 2001-2002 IEP SIGNED | These data suppressed for respondent confidentiality. |
| 2255 | U6LRNNG | U6 Q10A LEARNING DISABILITY | These data suppressed for respondent confidentiality. |
| 2256 | U6EMTNL | U6 Q10B SERIOUS EMOTIONAL DISTURBANCE | These data suppressed for respondent confidentiality. |
| 2257 | U6SPCH | U6 Q10C SPEECH OR LANGUAGE IMPAIRED | These data suppressed for respondent confidentiality. |
| 2258 | U6MNTL | U6 Q10D MENTAL RETARDATION | These data suppressed for respondent confidentiality. |
| 2259 | U6BLND | U6 Q10E VISUALLY IMPAIRED-BLIND | These data suppressed for respondent confidentiality. |
| 2260 | U6DEAF | U6 Q10F HEARING IMPAIRED-DEAF | These data suppressed for respondent confidentiality. |
| 2261 | U6HLTH | U6 Q10G HEALTH IMPAIRED | These data suppressed for respondent confidentiality. |
| 2262 | U6PHYSCL | U6 Q10H PHYSICALLY IMPAIRED | These data suppressed for respondent confidentiality. |
| 2263 | U6MLTIMP | U6 Q10I MULTIPLE IMPAIRMENTS | These data suppressed for respondent confidentiality. |
| 2264 | U6BLNDF | U6 Q10J DEAF AND BLIND | These data suppressed for respondent confidentiality. |
| 2265 | U6DEVDLY | U6 Q10K DEVELOPMENTAL DELAY | These data suppressed for respondent confidentiality. |
| 2266 | U6AUTISM | U6 Q10L AUTISM | These data suppressed for respondent confidentiality. |
| 2267 | U6BRAIN | U6 Q10M TRAUMATIC BRAIN INJURY | These data suppressed for respondent confidentiality. |
| 2268 | U6OTHDIS | U6 Q10N OTHER DISABILITY | These data suppressed for respondent confidentiality. |
| 2269 | U6PLCMNT | U6 Q11 PRIMARY PLACEMNT IN GNRL ED CLSRM | These data suppressed for respondent confidentiality. |
| 2270 | U6MMCOM | U6 Q12A MONTH QUESTIONNAIRE COMPLETED | These data suppressed for respondent confidentiality. |
| 2271 | U6DDCOM | U6 Q12B DAY QUESTIONNAIRE COMPLETED | These data suppressed for respondent confidentiality. |
| 2272 | U6YYCOM | U6 Q12C YEAR QUESTIONNAIRE COMPLETED | These data suppressed for respondent confidentiality. |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

# 8. ELECTRONIC CODEBOOK

## 8.1 Introduction

The purpose of this chapter is to provide users of the Early Childhood Longitudinal Study, both Kindergarten Class of 1998–99 (ECLS-K) and Birth Cohort (ECLS-B), with specific directions for using the Electronic Codebook (ECB) CD-ROM. The information in this chapter provides a comprehensive tour through the ECB that addresses all of the functions and capabilities of the program. These functions allow users to access the accompanying catalog and "view" the data in various ways by performing customized searches, queries, and extractions. The organization of this document provides a "start to finish" approach through the system, beginning with the installation of the ECB, utilizing the ECB's functions, navigating through the catalog, and performing user-specified data extractions.

Sections 8.1 through 8.7 contain general instructions on using the ECB and apply to both the ECLS-K ECB and the ECLS-B ECB, including descriptions of the menu bars (exhibit 8-57). The exhibits and examples given in these sections are generic and will not exactly match what the users see on their own screens.

The ECB CD-ROM contains an ECB that allows users to easily examine the variables in the ECB data set. The data user can create SAS, SPSS for Windows, and Stata programs that will generate an extract data file from the text (ASCII) data file on the CD-ROM.

Additionally, the CD-ROM contains Portable Document Format (PDF) files of the associated questionnaires in appendix A and the record layout for the data file in appendix B, as well as file-specific information on the child catalog in appendix E. When needed, additional user's guides and supplementary files may also be included in additional appendices.

### 8.1.1 Hardware/Software Requirements

The ECB program is designed to run under Windows 95®, Windows 98®, Windows 2000®, Windows XP®, or Windows NT® 4.0 on a Pentium-class or higher PC. The PC should also have a minimum of 20 megabytes (MB) of available disk space. The program will visually fit best on screens set

to a desktop area of 800 x 600 pixels. It will still work on other screen settings, but it may not make the best use of the available screen space. You can check/set your desktop area as follows:

1. Click on the Windows Start button.
2. Select the Settings menu and then the Control Panel folder icon.
3. In the Control Panel window, click on the Display icon.
4. Select the Settings tab.
5. Set the Desktop Area to 800 x 600 pixels with the Desktop Area slidebar.

The ECB requires approximately 20 MB of available disk space on your hard drive. If 20 MB of space is not available, you may wish to delete unnecessary files from the drive to make space for the ECB.

### 8.1.2 ECB Features

The ECB allows a user to do the following:

- Search the names and labels of variables in the database (called the catalog) to select variables for analysis (see section 8.3, Variable List).
- Examine the question wording, response categories, and response frequencies for variables the user selects (see section 8.4.9, Viewing Codebook and Variable Information).
- Create a list of variables to be extracted from the catalog, save the list for later use, print the list as a codebook, or use a predefined list on the ECB (see section 8.4, Working Taglist).
- Automatically generate SAS, SPSS for Windows, or Stata programs to extract selected variables from the whole data set or for a subset of the cases that are defined by the user (see section 8.5, Extracting Data from the ECB).

The ECB does not create a SAS, SPSS for Windows, or Stata data file. It will prepare the statements that you can use with your own SAS, SPSS for Windows, or Stata software to create your file. As noted earlier, the CD-ROM contains an ASCII data set that the ECB uses to extract specific subdata files. The CD-ROM must be in the drive for the data to be extracted.

## 8.2 Installing, Starting, and Exiting the ECB

The ECB is provided on a CD-ROM and is intended to be installed and run from within the Windows 95 (or any later version of Windows) environment. The sections in this chapter provide you with step-by-step instructions for installing the program on your personal computer (PC), starting the program, and exiting the program once you have completed your tasks.

### 8.2.1 Installing the ECB Program on Your Personal Computer

Program installation is initiated by running the Setup.exe file found within the CD-ROM's root directory.

**How To Install the Program:**

1. Close all applications on your computer.
2. Insert the installation CD-ROM into your PC's CD-ROM drive.
3. From the desktop Start menu, select Run.
4. Type "D:\Setup.exe" into the "Open" field of the Run screen, shown in exhibit 8-1. If your CD-ROM drive is assigned a different drive letter, substitute it for the "D."

Exhibit 8-1. Windows Run screen

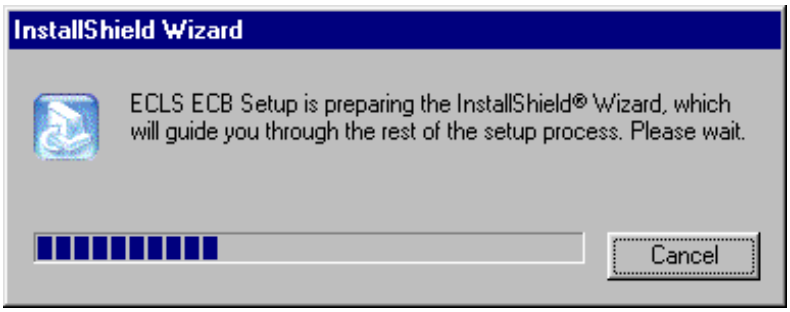
5. Click on the OK button to start the installation. You will now see several installation screens, some of which will prompt you for a response.

   Depending on your PC's configuration, you may encounter warning messages during installation. To respond, always keep the newer version of a file being copied and ignore any access violations that occur during file copying.

   If you are installing multiple ECBs (not different versions of the same ECB) on your PC, you may receive a message warning that setup is about to replace pre-existing files. To respond, always opt to continue the installation although the default is to cancel the setup. When you get a followup message to confirm whether the installation should be continued, press "Yes" to continue although the default is "No."

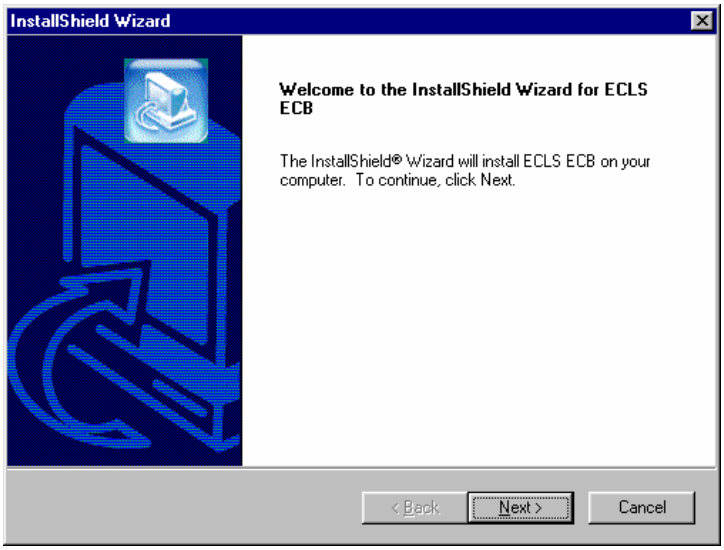
6. The screen shown in exhibit 8-2 indicates that the setup is being prepared.

Exhibit 8-2. InstallShield Wizard



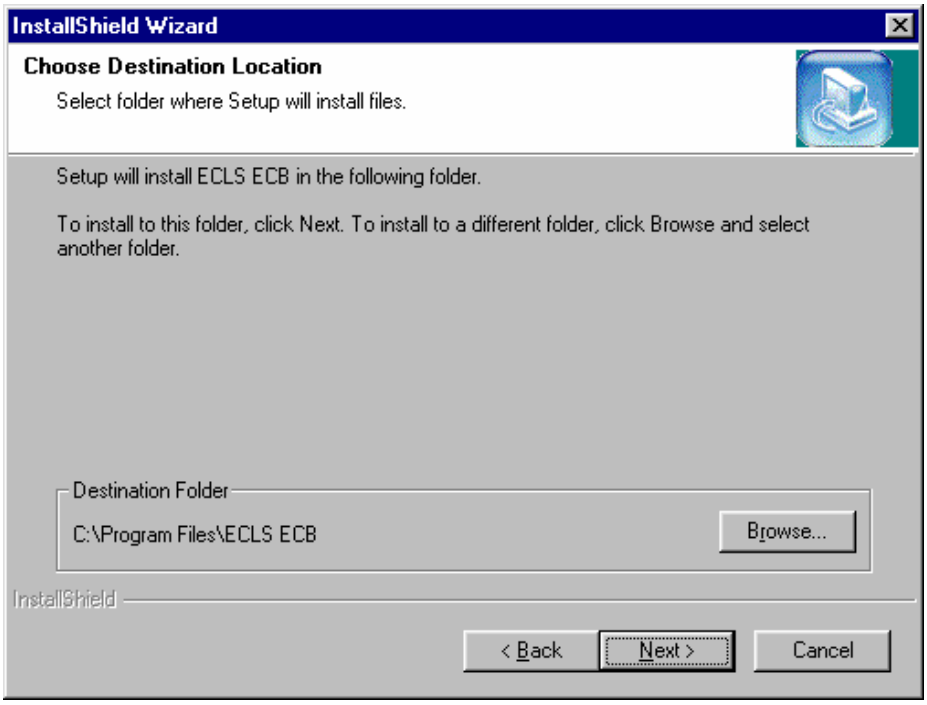

7. You will be prompted to continue with the installation in the Welcome window shown in exhibit 8-3. Click on the Next button to continue.

Exhibit 8-3. Welcome window



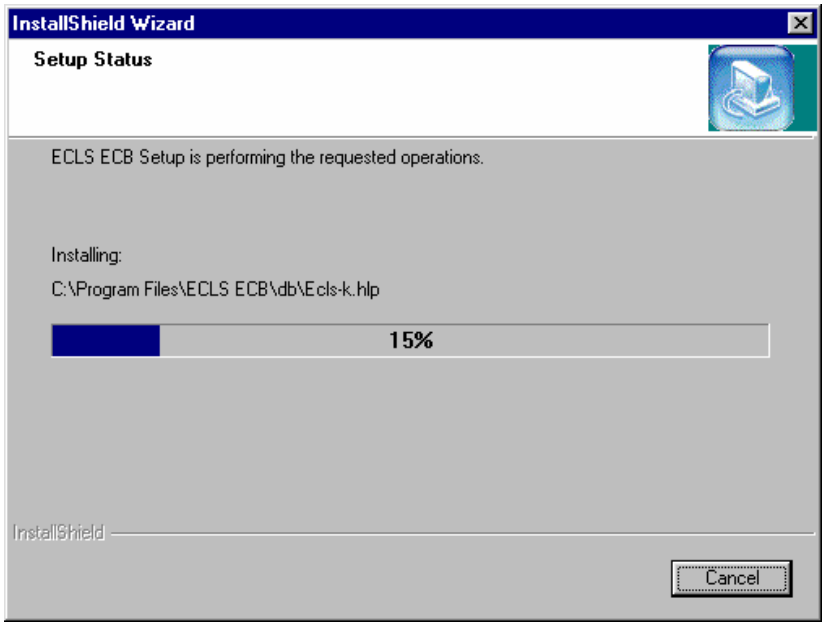

8. When you continue, you will be prompted to choose a destination location for the installation in the window shown in exhibit 8-4. If you wish to change the destination location, click on the Browse button to change the directory. Click on the Next button when the desirable destination folder is shown.

Exhibit 8-4. Choose Destination Location



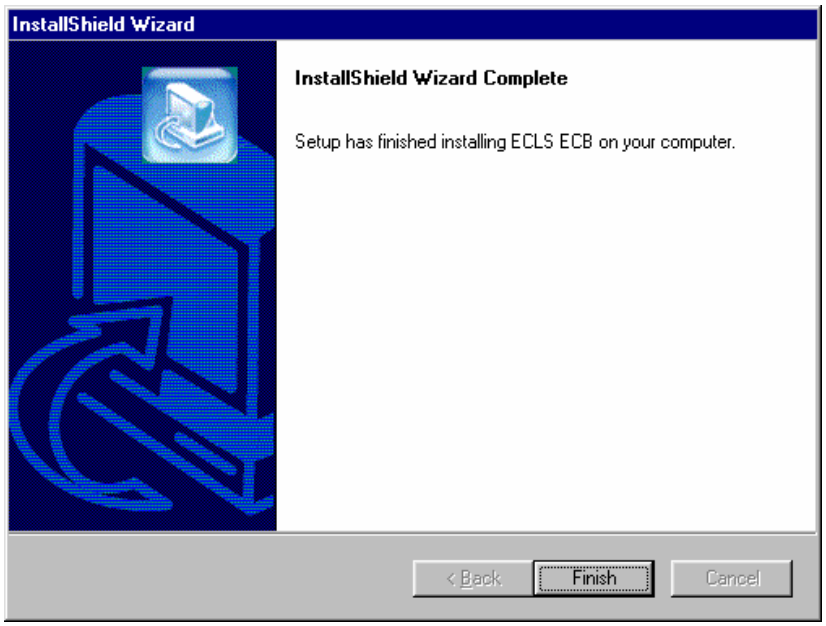
9. Setup will then start installing files. Exhibit 8-5 shows the setup status.

Exhibit 8-5. Setup Status




10. Once the installation is completed, the InstallShield Wizard Complete window shown in exhibit 8-6 will appear. Click on the Finish button to finish the process and return to your PC's desktop.

Exhibit 8-6. InstallShield Wizard Complete



11. The installation process should take about a minute, depending on the speed of the computer on which the ECB is being installed.

Another option for installing the ECB software is to go to the Start menu and go to Settings. Select Control Panel and select Add/Remove Programs from the options. Click on the Install button and follow the directions. Make sure the ECB CD-ROM is in the CD-ROM drive before starting. The program will automatically find the file Setup.exe in the CD-ROM and begin installation. The process will begin at step 5 in the section above.

### 8.2.2 Starting the ECB

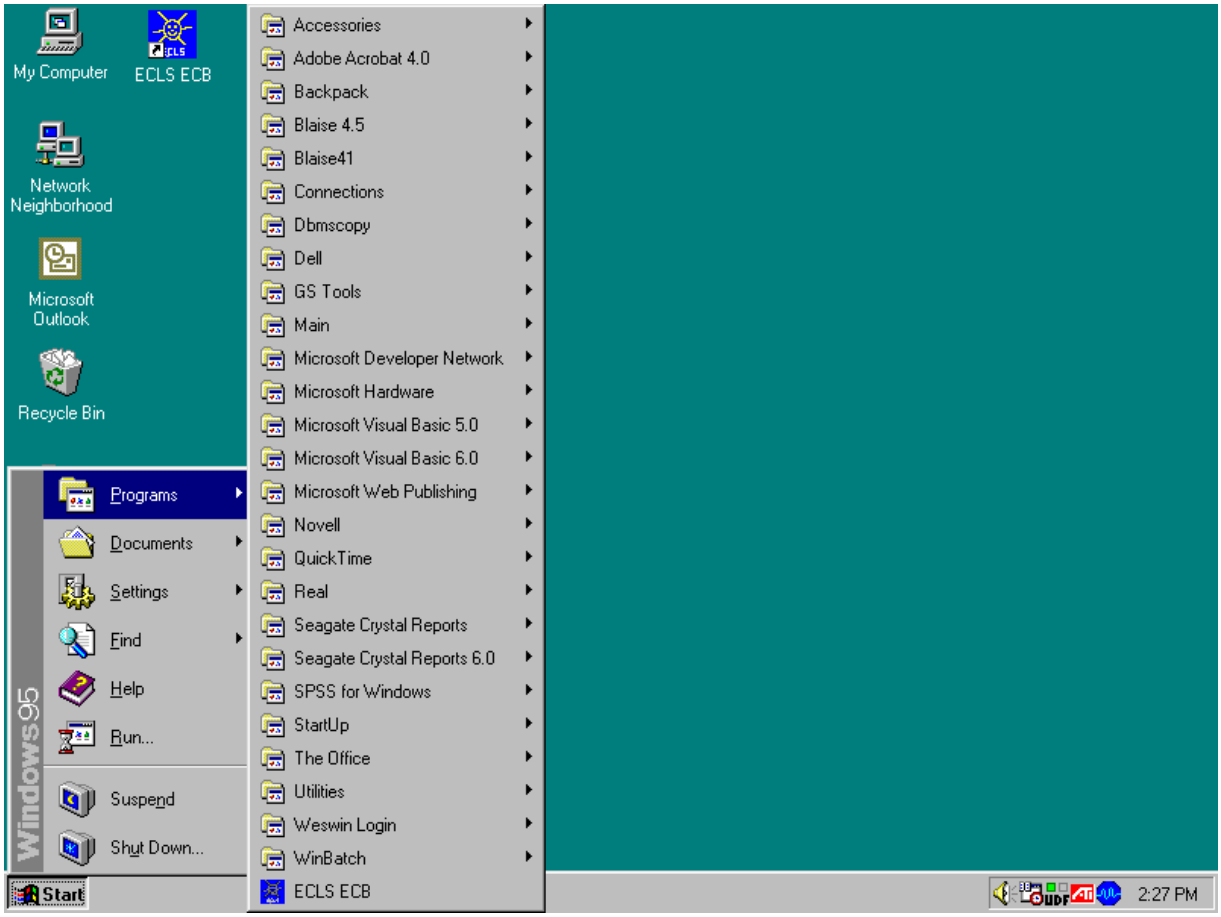
Now that you have installed the ECB on your PC, you can start the program by simply selecting it from the Windows Start, Programs Menu, ECB.

**How to Start the ECB:**

1. On the desktop screen, click on the ECB desktop icon (exhibit 8-7a) shown below to invoke the program. Alternatively, on the desktop screen, click on the Start button and then point to Programs (exhibit 8-7b). Click on the ECB title to invoke the program.

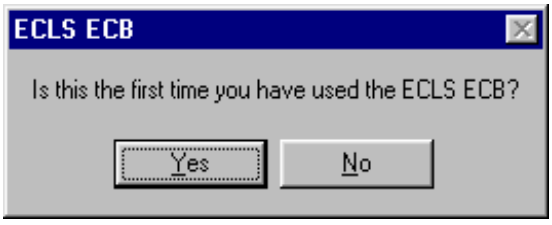
Exhibit 8-7a. Desktop icon

Exhibit 8-7b. Desktop screen—click start



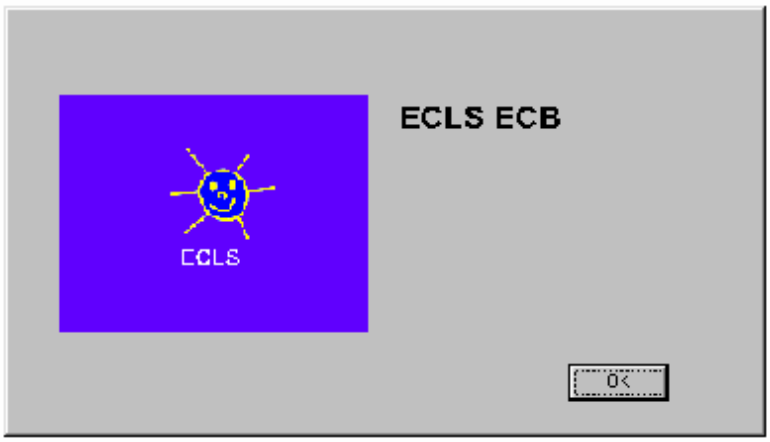

2. If you are a first-time user of the ECB, exhibit 8-8 will appear and ask if you are a new ECB user.

Exhibit 8-8. First-time user dialog box



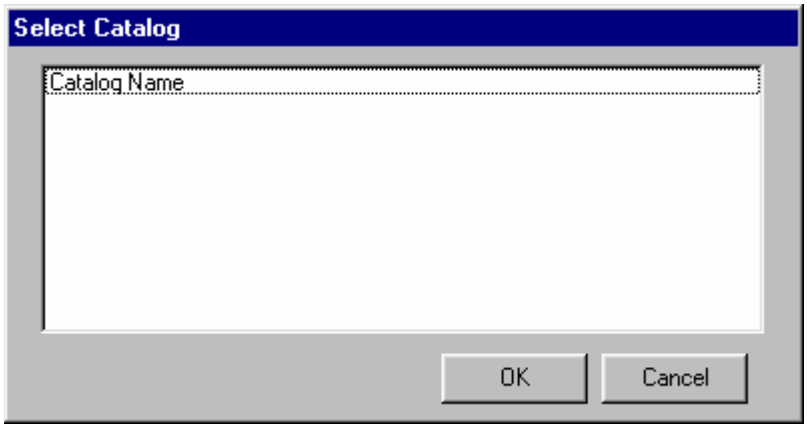

3. Click “Yes” if you are a first-time user. The ECB splash-screen shown in exhibit 8-9 will appear.

Exhibit 8-9. ECB splash screen



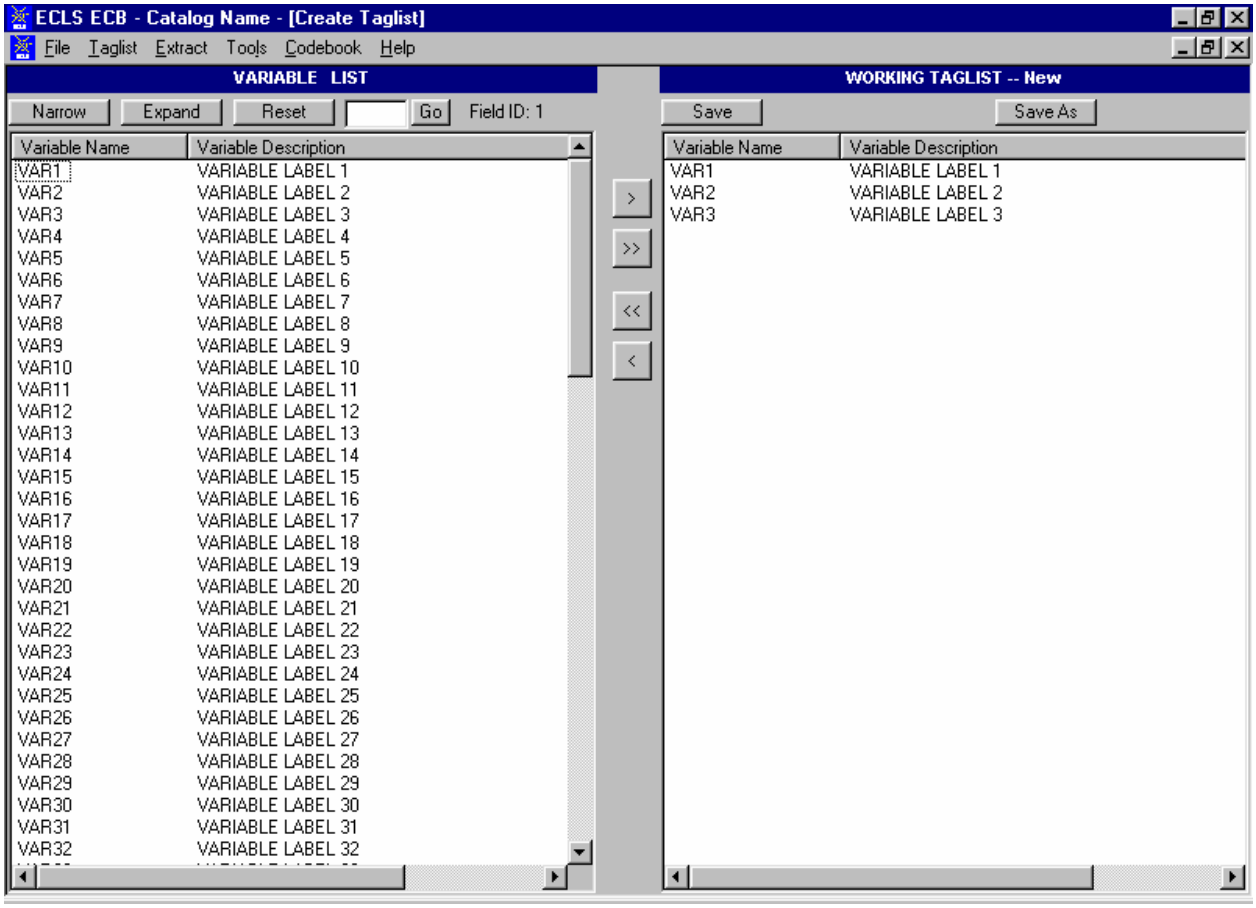

4. On the Select Catalog screen (exhibit 8-10), highlight the name of the catalog. (The fifth-grade ECB has only one catalog.)

Exhibit 8-10. Select Catalog screen




5. Click OK to open the Main ECB screen, shown in exhibit 8-11.

Exhibit 8-11. Main ECB screen




6. You are now ready to use the functions of the ECB as described in the following sections.

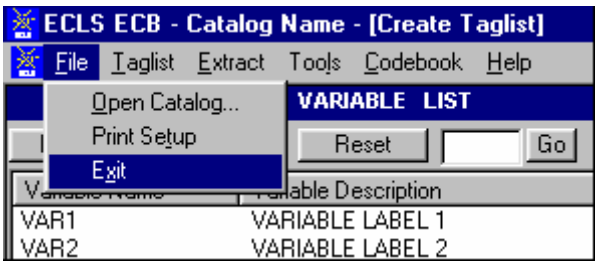
### 8.2.3 Exiting the ECB

The ECB can be shut down at any time; however, you will be prompted to save any unsaved information.

**How To Shut Down the ECB:**

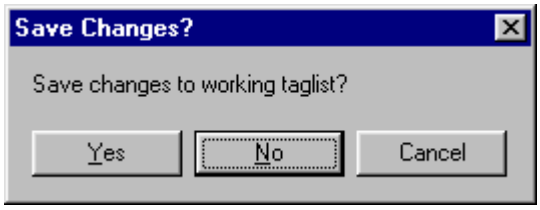
1. From the File menu, click on the Exit option as shown in exhibit 8-12.

Exhibit 8-12. Exit screen




2. If you have not saved your Working Taglist, you will be prompted with the dialog box shown in exhibit 8-13.

Exhibit 8-13. Save working taglist dialog box




3. If you DO NOT wish to save your Working Taglist, click on the "No" button. If you DO wish to save your Working Taglist, click the "Yes" button. For more information, refer to section 8.4.4, Saving Taglists.

### 8.2.4 Removing the ECB Program From Your Personal Computer

**How to Uninstall the ECB:**

1. Click on the Windows Start button.
2. Select the Settings menu.
3. In the Control Panel window, click on the Add/Remove Programs.
4. Select "ECB" and click on the Add/Remove button.

5. Follow any prompts. You will be prompted by the InstallShield Wizard to confirm the uninstallation and finish the process.

6. The program is designed so that the uninstallation will keep the taglists when the ECB program is uninstalled in order that all the saved taglists will be retained when the ECB is reinstalled. As a result, the uninstallation will not remove the directory where the ECB was located.

### 8.2.5 Title Bar

The Title Bar, shown below in exhibit 8-14, is the horizontal bar located at the top of the main screen. It will list the name of the program and the catalog that you have opened, and it will indicate that you are in the "Create Taglist" mode.

Exhibit 8-14. Title Bar


### 8.2.6 Menu Bar

Selecting items from the pulldown menus listed on the Menu Bar (exhibit 8-15) provides access to the available action commands. Section 8.7 shows the choices and functions available within each menu.

Exhibit 8-15. Menu Bar


**How to Access the Menu Bar Items:**

1. Point to an item on the Menu Bar and click.

2. Click on a command from the dropdown list.

The Menu Bar may also be activated and its options selected using the shortcut keys described in section 8.2.7.

### 8.2.7 Using Shortcut Keys to Navigate

The shortcut keys provide a means for selecting menu options and screen buttons without the use of a mouse. These shortcut keys are identified by an underscore under the shortcut letter within the option or button label. The menus that appear on the windows are activated by simultaneously selecting the <ALT> key and the underscored letter. An example of this is the activation of the Taglist Menu by selecting the key combination of <ALT>-<T>. Once the menu is activated and all options are displayed, the options can be selected by then pressing the underscored letter for the desired option or by pressing the arrow keys to move between the options.

Not all screens have shortcut keys. They may, however, be used without mouse capability by pressing the <TAB> key. The <TAB> key moves the cursor or highlight through the options and buttons within the windows. When the desired option or button is highlighted, it can be selected by pressing the <ENTER> key.

## 8.3 Variable List

The ECB main screen, shown in exhibit 8-16, comprises two primary lists that each provide functions for reviewing, grouping, and extracting variable data from the opened catalog. These lists include the Variable List and the Working Taglist.

The Variable List, shown in exhibit 8-17, is a list of all variables associated with the current catalog. When you first open a catalog, all variables contained in the catalog are displayed in the Variable List. Once the catalog is open and the Variable List is displayed, you can scroll through the list using the scrollbar controls at the right side of the Variable List screen. Additionally, you can press <PgUp> and <PgDn> to scroll the list one screen at a time. <Ctrl><Home> and <Ctrl><End> will move to the first and last variable in the list, respectively. Also, the arrow keys can be used to move through the list of variable names.

The “Field ID” at the upper right corner of the Variable List shows the field ID of the selected variable on the Variable List.

Exhibit 8-16. ECB main screen

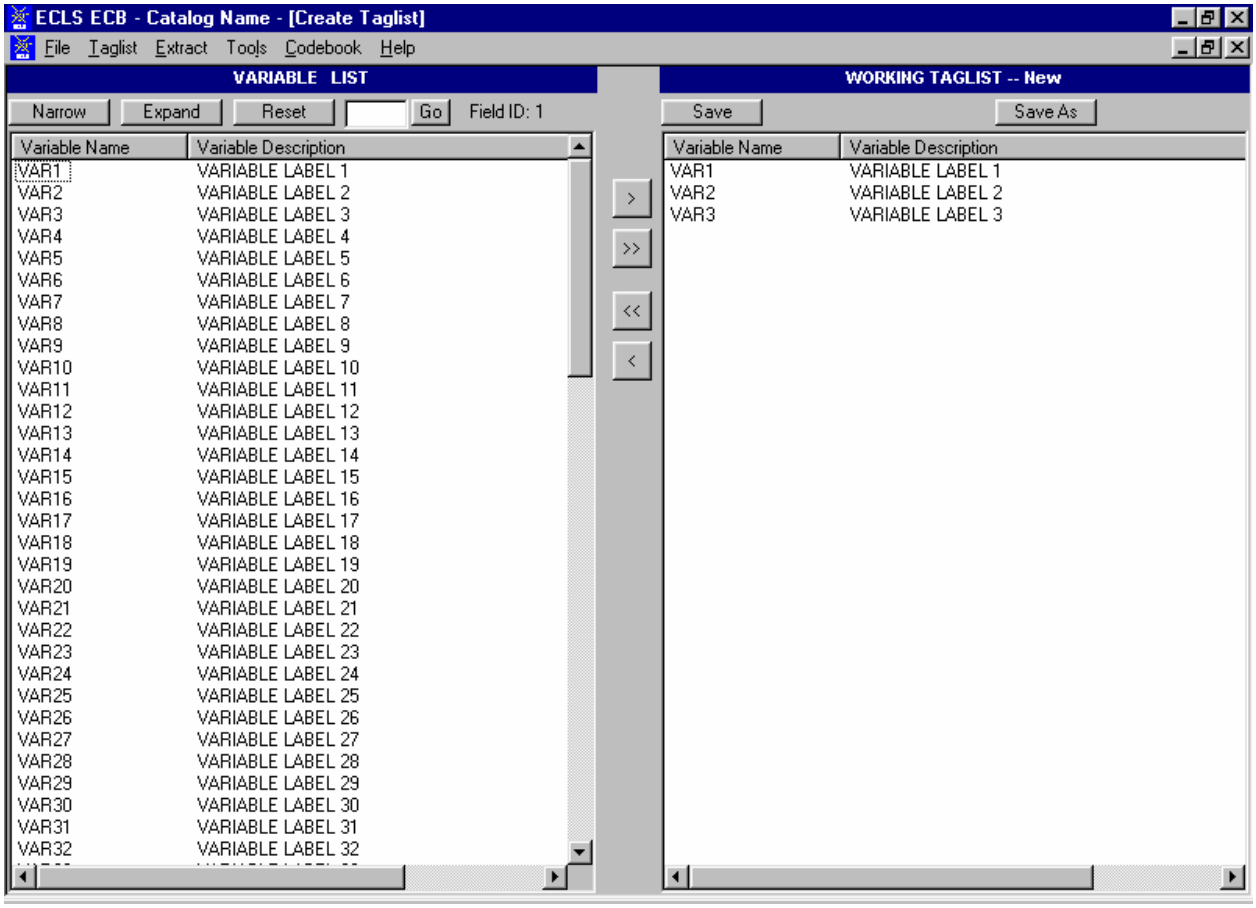
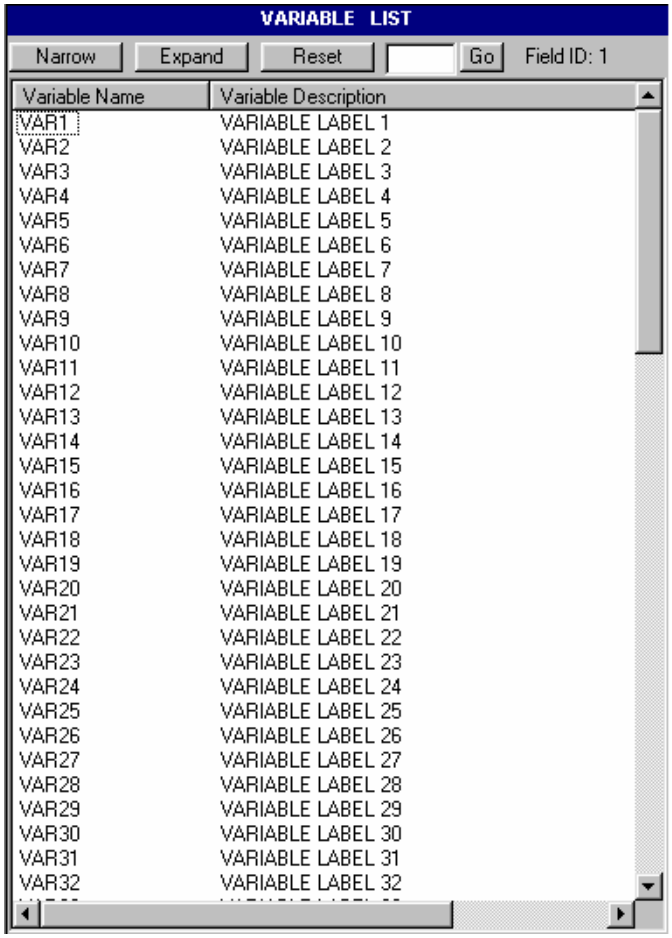


Exhibit 8-17. Variable List




The Variable List provides you with a comprehensive means of reviewing and identifying the variables that you want to use. To help you select the desired variables, the ECB provides you with the following capabilities:

- Perform searches of variable names and descriptions (see section 8.3.1);
- View codebook information for each variable (see section 8.4.9); and
- Move selected variables to a Working Taglist (see section 8.4.2).

### 8.3.1 Searching the Codebook for Variables

The ECB allows you to search a catalog's Variable List for variables meeting criteria you specify. The Narrow Search and Expand Search functions are used to develop and refine the variables listed in your Variable List before adding them to your Working Taglist. Help screens with topical variable groupings were designed for each catalog to expedite searching. The catalog-specific topical variable groupings can be found in appendix E on the CD-ROM.

#### 8.3.1.1 Using the Go Button

Using the Go button, located at the top of the Variable List column, allows you to quickly move to a particular variable in the Variable List. You use the field ID presented in the help screens described earlier.

**How To Use the Go Button:**

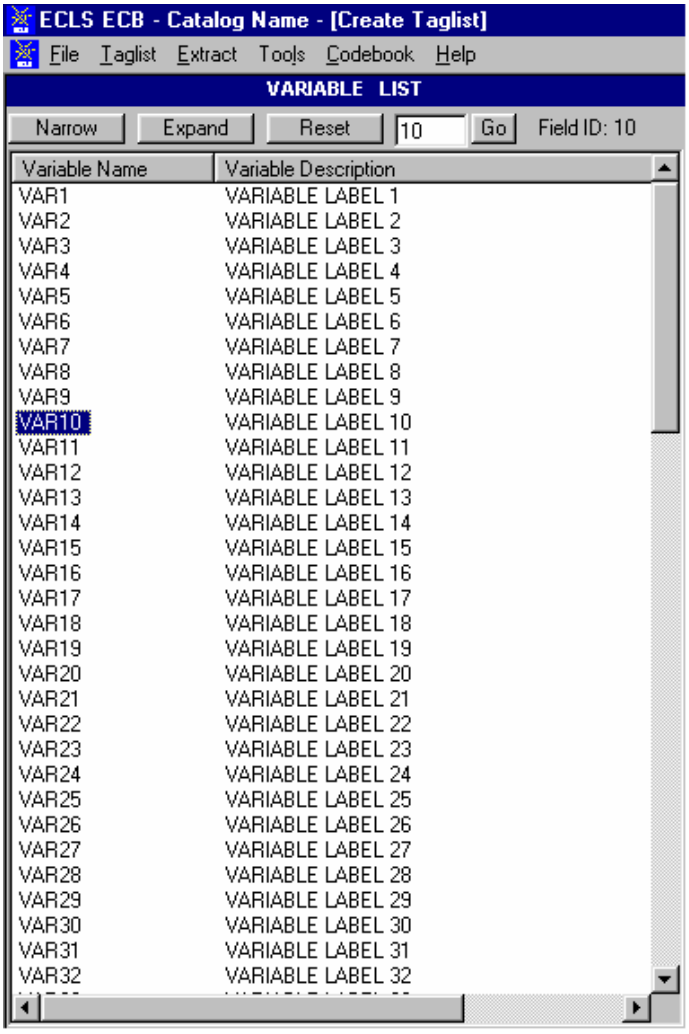
1. Type the field ID in the input box on the left of the Go button.
2. Click on the Go button.
3. The Variable List will then scroll down automatically to show the selected variable.
4. The selected variable is highlighted.
5. The field ID of the current variable selected is shown on the right of the Go button (exhibit 8-18).
6. Click the Reset button to return to the top of the original Variable List (Field ID 1) or enter another field ID to scroll to another variable.

For field IDs that identify different groups of variables, please refer to appendix E on the CD-ROM for the catalog-specific topical variable groupings.

The Go button will not be available in a narrowed or expanded list. After a Narrow Search or an Expand Search, you must reset the Variable List (see section 8.3.1.4) before you can use the Go button.

The “Field ID” remains active in a narrowed or expanded list. However, the field IDs indicate the order of the variables in the catalog rather than that in the Variable List. As a result, the field IDs would not change in a narrowed or expanded list.

Exhibit 8-18. Go button




### 8.3.1.2 Narrowing Your Variable Search

The Narrow Search function can be used to narrow the list of variables displayed in the Variable List. Since some catalogs have several thousand variables, this feature helps eliminate the variables that do not apply to your analysis. In performing the Narrow Search, you can enter key

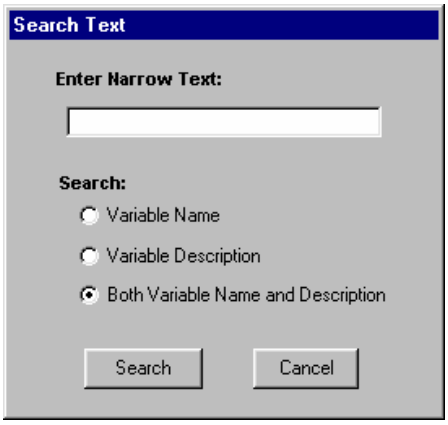
characters, words, or phrases as your criteria for searching the variable names, variable descriptions, or both. Also, the Narrow Search can be performed multiple times allowing you to repeatedly refine the list of variables displayed in the Variable List column.

Performing the Narrow Search function will only narrow down the variables listed in the Variable List window and will not affect those in the Working Taglist window.

**How To Conduct a Narrow Search:**

1. Click on the Narrow button located above the Variable List window.
2. The Narrow Search dialog box appears as shown in exhibit 8-19.

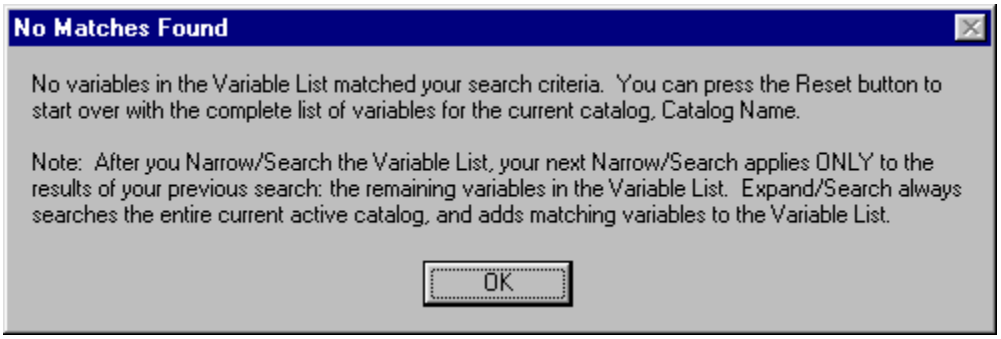
Exhibit 8-19. Narrow Search Text dialog box




3. Enter a key character string, word, or phrase in the Enter Narrow Text field. Character strings can include a single alphanumeric character or a sequence of several characters. The search is not case sensitive. The results returned will be all entries that contain that exact sequence of letters, numbers, spaces, and words.
4. Click in the Variable Name, Variable Description, or Both Variable Name and Description radio button to specify where to search.
5. Click on the Search button to initiate the search.
6. The variables meeting the specified criteria will be displayed in the Variables List column.

If no variable names or descriptions in the catalog contain the specified search text, then the message shown in exhibit 8-20 will appear.

Exhibit 8-20. No Matches Found message




7. Repeat the Narrow Search procedure if necessary.

Please note that the field ID at the upper right corner of the Variable List reflects the order of the variables in the catalog rather than that in the narrowed Variable List.

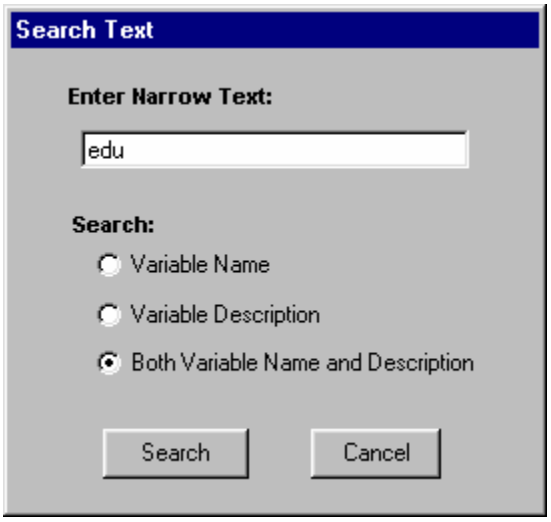
**Example of Narrowing a Search**

The following example shows you how to narrow the Variable List. In this example, you want to include all the variables from the catalog that measure education. Do the following:

1. In the Variable List, click on the Narrow button.

2. In the Search Text Box (shown in exhibit 8-21), type in "edu" and then click on the Search button.

Exhibit 8-21. Example of narrowing a search




3. The new Variable List will include only the variables that have the text "edu" in the variable name or the variable description.

The catalog-specific topical variable groupings can be found in appendix E on the CD-ROM. Simply find the topic of interest in the Topic column first. And then enter in the Search Text Box the matching keywords in the Variable Identifier to narrow the search.

#### 8.3.1.3 Expanding Your Variable Search

The Expand Search function can be used to expand a previously narrowed list of variables displayed in the Variable List. After performing a Narrow Search operation, you can add variables to your current Variable List that meet your specified criteria. In performing the Expand Search, you can enter key characters, words, or phrases as your criteria for searching the variable names, variable descriptions, or both. Also, the Expand Search can be performed multiple times, allowing you to repeatedly expand the list of variables displayed in the Variable List column.

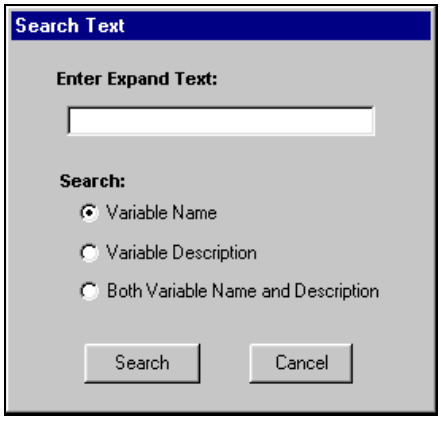
Performing the Expand Search function will only expand the variables listed in the Variable List window and will not affect those in the Working Taglist window.

**How To Conduct an Expand Search:**

1. Click on the Expand button located above the Variable List window.

2. The Expand Search dialog box will appear as shown in exhibit 8-22.

Exhibit 8-22. Expand Search Text dialog box




3. Enter a key character string, word, or phrase in the Enter Expand Text field. Character strings can include a single alphanumeric character or a sequence of several characters. The search is not case sensitive. The results returned will be all entries that contain that exact sequence of letters, numbers, spaces, and words.

4. Click in the Variable Name, Variable Description, or Both Variable Name and Description radio button to specify where to search.

5. Click on the Search button to initiate the search.

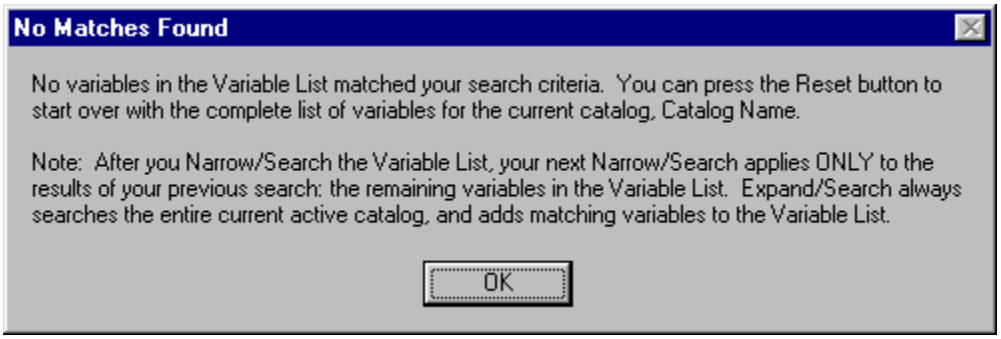
6. The variables meeting the specified criteria will be added to the variables already displayed in the Variables List column.

7. Repeat the Expand Search procedure if necessary.

If no variable names or descriptions in the catalog contain the specified search text, then the message shown in exhibit 8-23 will appear.

Please note that the field ID at the upper right corner of the Variable List reflects the order of the variables in the catalog rather than that in the expanded Variables List.

Exhibit 8-23. No Matches Found message



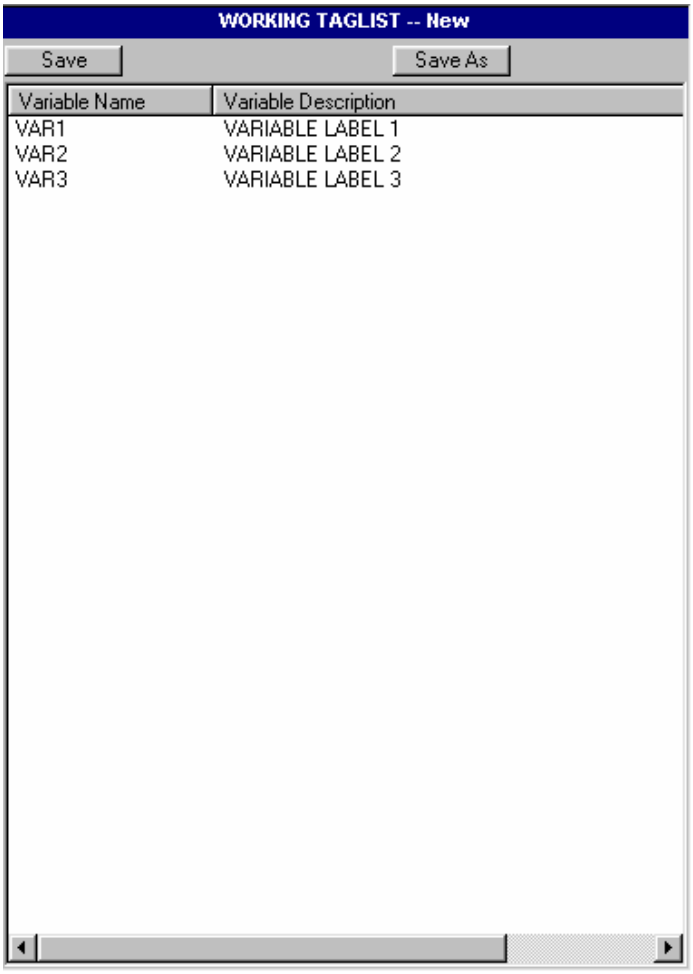

#### 8.3.1.4 Resetting Your Variable List

Following a narrowing or expanding of the Variable List as described earlier, it is possible to reset the list to display ALL of the variables available in the catalog. The Variable List is reset by clicking on the Reset button located at the top of the Variable List column. Resetting the Variable List does not affect the variables listed in the Working Taglist.

## 8.4 Working Taglist

The Working Taglist, shown in exhibit 8-24, displays a list of variables that are currently selected or tagged for extraction. All Working Taglists contain a set of variables, called required variables that will be automatically included in all data files that the user creates. The required variables provide a foundational data set upon which other variables rely. These required variables cannot be untagged or deleted from the Working Taglist by the user. When a catalog is first opened, the default Working Taglist consists of only the required variables for that catalog. (See appendix E on the CD-ROM for the catalog-specific required variables.) To create a taglist, add the variables you have selected to the required variables.

Exhibit 8-24. ECB Working Taglist



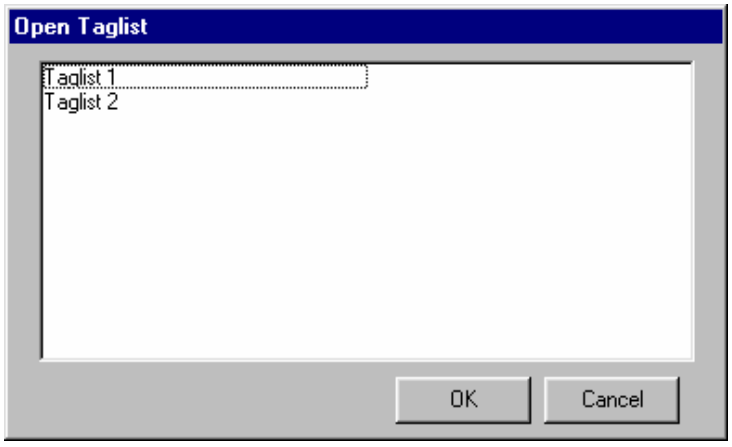

### 8.4.1 Opening a Taglist

The ECB allows you to open a predefined or previously saved taglist and display it in the Working Taglist column. Taglists, however, are saved as part of a particular catalog and can only be opened as part of the associated catalog.

**How To Open a Taglist:**

1. Open a catalog.
2. Select Open from the Taglist pulldown menu.
3. The Open Taglist dialog box, shown in exhibit 8-25, appears.

Exhibit 8-25. Open Taglist dialog box




4. Highlight the taglist that you wish to open.
5. Click on the OK button.

If you have made modifications to the taglist currently open in the Working Taglist column, you will be prompted to save your changes.

### 8.4.2 Adding Variables to the Working Taglist

Variables can be added to your Working Taglist after you have identified the variables in the ECB's catalog that you want to extract. The user-selected variables can be added to the Working Taglist by selecting one of the two command buttons described in exhibit 8-26. The Working Taglist may also have variables added to it from a previously saved taglist. When moving or adding variables to the Working Taglist, the ECB will not permit variables to be listed multiple times. This is an automatic feature of the ECB.

Exhibit 8-26. Add variables buttons

| Command Button | Description |
|---|---|
|  | The Tag button moves variables that are selected in the Variable List to the Working Taglist for extraction. |
|  | The Tag All button moves all variables in the Variable List to the Working Taglist for extraction. |

Multiple variables can be selected by using the following Microsoft Windows© techniques:

- Simultaneously pressing the <SHIFT> + Up/Down arrow keys or
- Pressing <CTRL> + left-mouse clicking on the items to be selected (or deselected). Also, <SHIFT> + left-mouse clicking extends the selection to include all list items between the current selection and the location of the click.

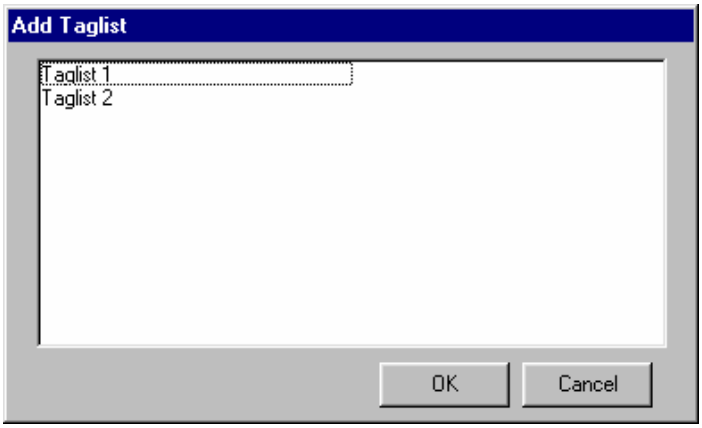
**How To Add Variables to a Working Taglist:**

1. Highlight the variable(s) in the Variables List that you wish to add. (See Microsoft Windows© techniques discussed earlier.)
2. Click on the Tag button, and the selected variables are added to your Working Taglist. To add all variables from the catalog displayed in the Variable List window to your Working Taglist, click on the Tag All button.

**How To Add Variables From Another Taglist:**

1. Click on the Taglist pulldown menu to display the menu options.
2. Select the Add option to display a list of previously saved taglists, shown in exhibit 8-27.
3. Highlight the saved taglist whose variables you wish to add to your Working Taglist.
4. Click on the OK button.
5. The new variables are added to your Working Taglist.

Exhibit 8-27. Add Taglist dialog box




### 8.4.3 Removing Variables From the Working Taglist

Variables are removed from your Working Taglist by selecting one or more of the nonrequired variables and clicking one of the two command buttons described in exhibit 8-28. All variables can be removed by clicking on the Untag All button. All but the required variables will be deleted from your Working Taglist. Required variables are variables that are automatically extracted for all user-created files and cannot be removed from the taglist by the user.

Exhibit 8-28. Remove variables buttons

| Command Button | Description |
|---|---|
| < | The Untag button removes variables that are selected from the Working Taglist. |
| << | The Untag All button removes all non-required variables from the Working Taglist. |

Attempting to remove or untag required variables from the Working Taglist is not permitted by the ECB. A message will be displayed indicating that the required variable cannot be untagged.

**How To Untag Variables From the Working Taglist:**

1. Highlight the variable(s) in the Working Taglist that you wish to remove. (See Microsoft Windows© techniques discussed in previous page.)

2. Click on the Untag button, and the selected variables are removed from your Working Taglist. To remove all nonrequired variables from the Working Taglist, click on the Untag All button.

### 8.4.4 Saving Taglists

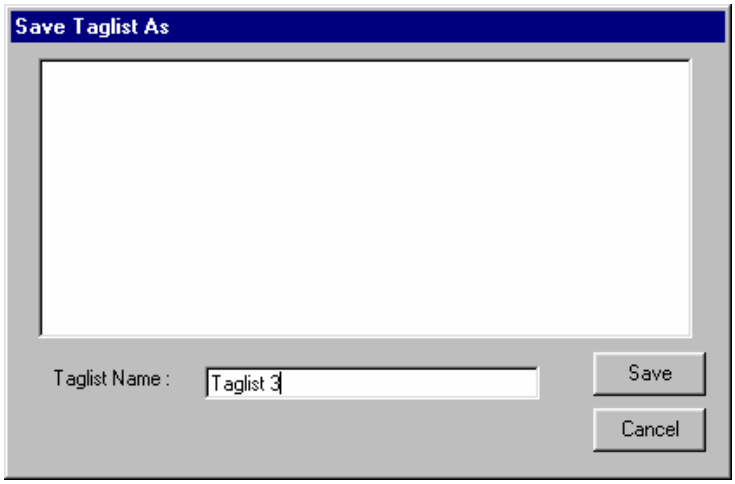
The ECB has the ability to save the newly created or modified taglist displayed in the Working Taglist column. Taglists can be saved either under the name already assigned or under a new name. If you have opened a new taglist and have not yet assigned it a name, you will be presented with the Save As dialog box. If you have opened a predefined taglist and have made modifications to it, you must save the modified taglist to a new name. You will also be prompted to save your Working Taglist changes if you attempt to close the catalog or if you open or import another taglist.

**How To Save a <u>New</u> Taglist:**

1. Complete any changes you wish to make to the new taglist.
2. Click on the Save or Save As button above the Working Taglist column. You can also select the Save or Save As options from the Taglist pulldown menu.
3. The Save Taglist As dialog box appears as shown in exhibit 8-29.
4. Enter the new name for the taglist in the Taglist Name field.
5. Click on the Save button.
6. The newly assigned taglist name now appears in the Working Taglist header bar.

If a name that already exists is entered, you will be prompted to replace the old taglist with the new taglist. Click “Yes” only if you wish to replace the old taglist with the new taglist.

Exhibit 8-29. Save Taglist As dialog box




**How To Save an Existing Taglist Under a New Name:**

1. Complete any changes you wish to make to the existing taglist.

2. Click on the Save As button above the Working Taglist column. You can also click on the Taglist pulldown menu and select the Save As option.

3. The Save Taglist As dialog box appears, shown in exhibit 8-30, with the current taglist name in the Taglist Name field.

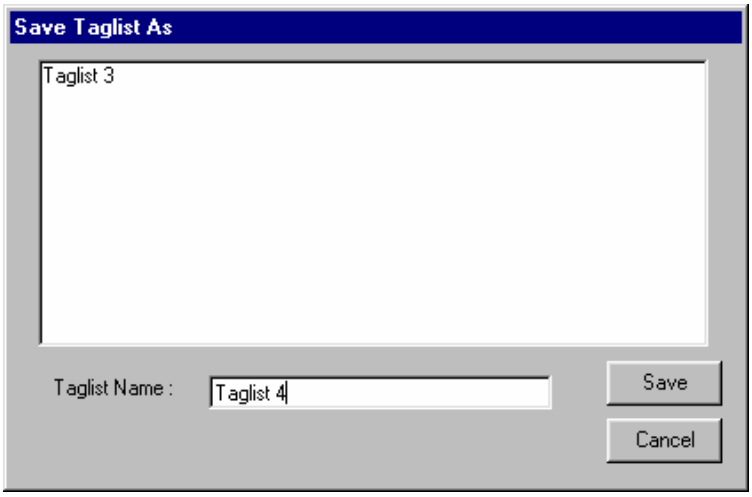
4. Enter the new name of the taglist in the Taglist Name field.

5. Click on the Save button.

6. The newly assigned taglist name now appears in the Working Taglist header bar.

If a name that already exists is entered, you will be prompted to replace the old taglist with the new taglist. Click "Yes" only if you wish to replace the old taglist with the new taglist or enter a unique name.

Exhibit 8-30. Save Taglist As dialog box (#2)




### 8.4.5 Exporting Taglists

Taglists can be saved as external files (*.tlt) for distribution. However, the exported files should be accessed only through the ECBs. Manually modifying the files outside of the ECB software is not recommended.

**How To Export a Taglist:**

1. Add to the Working Taglist all the variables that you would like to export.
2. Click on the Taglist pulldown menu (exhibit 8-31) and select the Export option.
3. The Export Working Taglist To dialog box appears (exhibit 8-32).
4. Enter the file name for your taglist.
5. Click on the Save button.
6. You will be prompted to replace the file if the file name you entered already exists. Do so or click on "No" to enter a new file name.

The Working Taglist will be saved under the filename you enter.

Exhibit 8-31. Pulldown menu to select Taglist Export

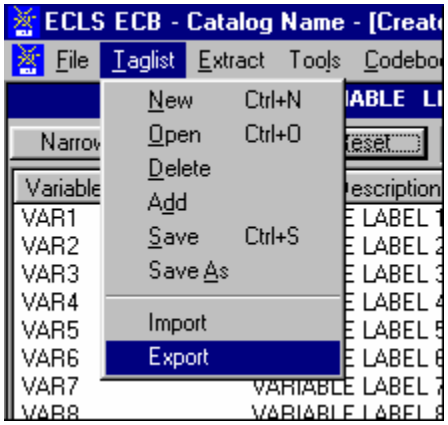
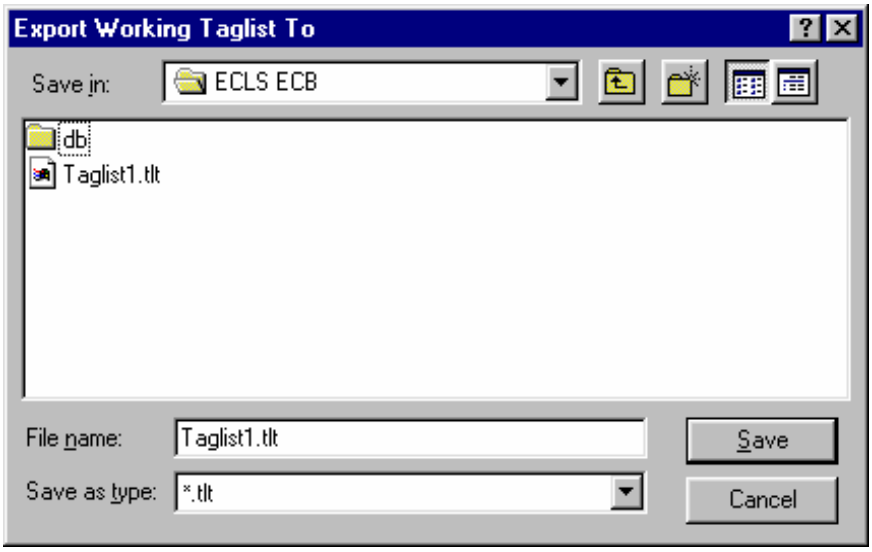



Exhibit 8-32. Export Taglist dialog box




### 8.4.6 Importing Taglists

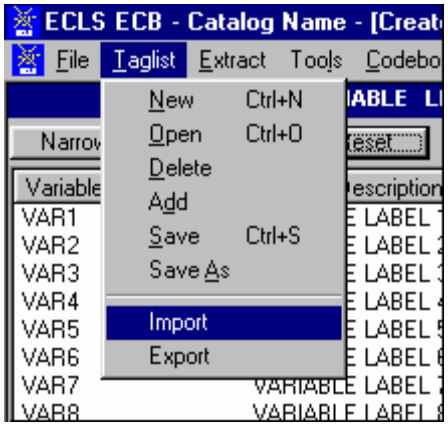
Taglists can be imported to the Working Taglist from external *.tlt files that are created by the ECB Taglist/Export function. Please note that only taglists exported from the same catalog of the same version ECB should be imported.

**How To Import a Taglist:**

1. Save the current Working Taglist before importing new taglist if desired.

2. Click on the Taglist pulldown menu (exhibit 8-33) and select the Import option.

Exhibit 8-33. Pulldown menu to select Taglist Import




3. You will be prompted to save the current Working Taglist if unsaved changes have been made. Save the taglist if desired.

4. The Import Taglist From dialog box appears (exhibit 8-34).

5. Enter the file name for the taglist you want to import.

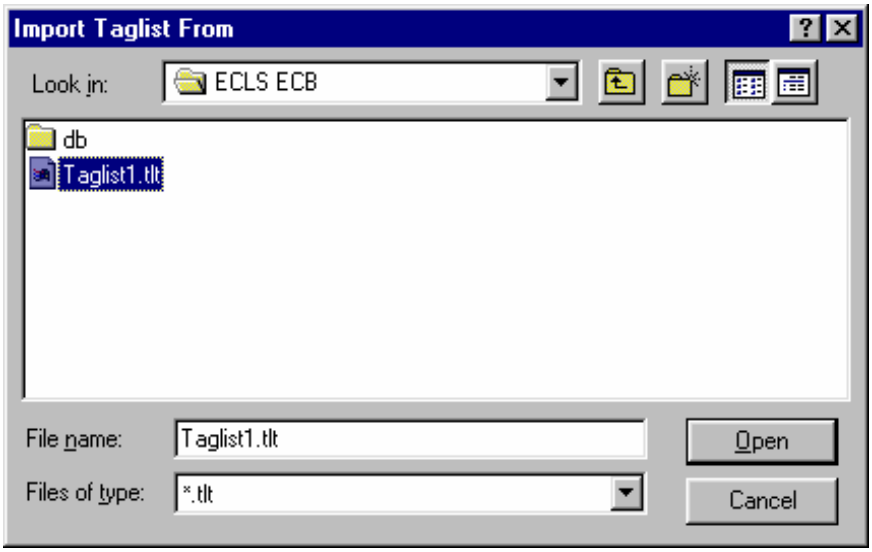
6. Click on the Open button.

The Working Taglist will be replaced by the new imported taglist.

### 8.4.7 Using Predefined Taglists

The ECB provides predefined taglists that address specific topics. These predefined taglists can be added to your Working Taglist or can be opened as a new Working Taglist. Opening these predefined taglists is performed using the same steps as opening a user-saved taglist presented in section 8.4.1. Users can add as many of the predefined taglists as desired to the open Working Taglist. See appendix E on the CD-ROM for listings and descriptions of the catalog-specific predefined taglists.

Exhibit 8-34. Import Taglist dialog box




### 8.4.8 Deleting Taglists

The ECB provides the capability to permanently delete previously saved taglists. Predefined taglists provided with the ECB, however, cannot be deleted through this function.

**How To Delete a Taglist:**

1. Close the taglist currently displayed in the Working Taglist column by selecting the New option from the Taglist pulldown menu.
2. The Working Taglist will be replaced by a New taglist.
3. Click on the Taglist pulldown menu and select the Delete option.
4. The Delete Taglist selection screen, shown in exhibit 8-35, appears with the taglists listed that may be deleted.
5. Highlight the taglist that is to be delete and click on the OK button.
6. A confirmation screen, shown in exhibit 8-36, verifies your intention to delete the taglist.
7. Click on the "Yes" button to permanently delete the saved taglist.

Please note that you cannot delete the taglist that is currently open as the Working Taglist.

Exhibit 8-35. Delete Taglist selection

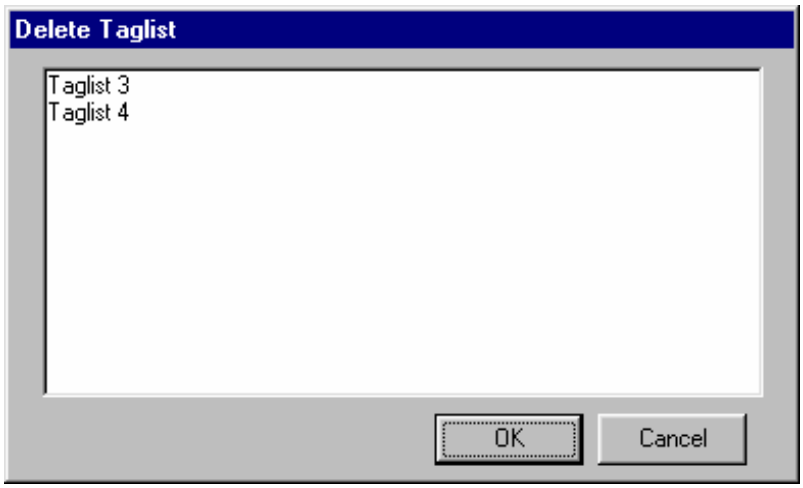



Exhibit 8-36. Delete Taglist confirmation window


### 8.4.9 Viewing Codebook and Variable Information

The codebook for a taglist displayed in the Working Taglist column can be created, viewed, and printed from the ECB main screen. The codebook displays several pieces of information about each variable that are described in exhibit 8-37.

Exhibit 8-37. Codebook information

| Field | Description |
|---|---|
| Question Text | The question that was asked of the respondent by the interviewer or that was on the self-administered instruments. |
| Variable Name/ Description | The name of the variable as it appears in the catalog and a brief description of its content. |
| Record Number | The row number of the variable within the catalog data file. |
| Format | The format of the variable. The first character is either "A" or "N" for alphabetical or numeric. Most variables are numeric except the identifiers—which begin with an "A." The number following the "A" or "N" is the length of the variable. For numeric variables, the number after the decimal point is the number of decimal places. |
| Comment | Information to clarify specific information about a variable. |
| Position | The column number (position) of the variable within the catalog data file. |
| Response | A brief statement of each response code's meaning. |
| Codes | The numeric codes specifying each response. |
| Frequency | The numeric count of respondents providing the corresponding response code. The frequency counts are unweighted. |
| Percent | The percentage of respondents providing the corresponding response code. The percents are unweighted. |

**How To View the Codebook for Tagged Variables:**

1. Complete any changes you wish to make to the displayed taglist.
2. Click on the Codebook pulldown menu and select the View option.
3. The codebook for the current taglist opens in a new window as shown in exhibit 8-38.
4. Use the buttons described in exhibit 8-39 to navigate through the displayed codebook.

Exhibit 8-38. Codebook view

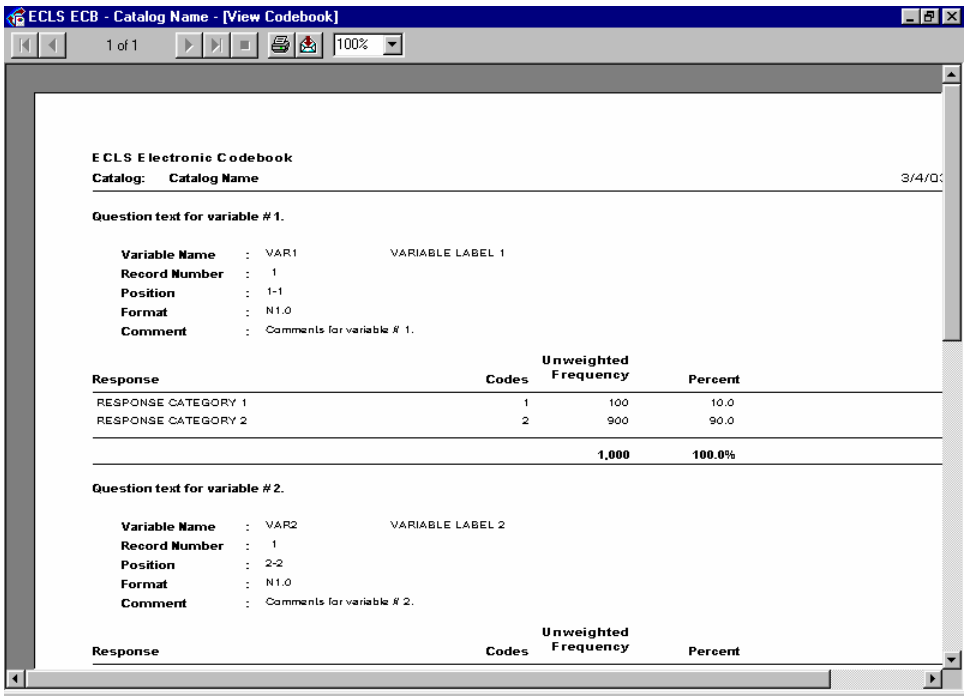



Exhibit 8-39. Navigation buttons

| Command button | Description |
|---|---|
|  | Click this button to change the displayed page to the first page. |
|  | Click this button to change to the previous page. |
|  | Click this button to advance to the next page. |
|  | Click this button to change the displayed page to the last page. |
|  | Click this button to discontinue a page change. |
|  | Click this button to print the codebook. Refer to the procedure below for steps on printing the codebook. |
|  | Click this button to export the codebook to a different destination and save it as a different file format. Refer to the procedure below for steps on exporting the codebook. |
|  | Click the dropdown arrow to select a display magnification of the codebook. |

NOTE: The counter “1 of 1+” on the tool bar on top of the screen indicates the current page number and the last page number of the report. Users must navigate to the last page of the report to load

the entire report. Once the user has viewed the last page of the report, the "+" sign will disappear and the correct last page number will show.

5. Once you have finished viewing the codebook, close the screen by clicking on the Windows "X" control located in the top right corner of the window. You may also close the window using the other standard Windows defaults: by clicking on the windows icon in the upper left corner and selecting Close, or by pressing Alt-F4.

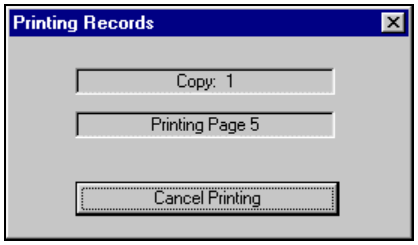
**How To Print the Codebook:**

1. Complete any changes you wish to make to the displayed taglist.
2. Click on the Codebook pulldown menu and select the Print option.
3. The Printing Status screen, shown in exhibit 8-40, appears, and the codebook prints on your PC's default printer.

**How To Export the Codebook:**

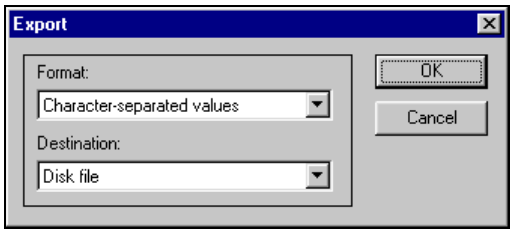
1. Complete any changes you wish to make to the displayed taglist.
2. Click on the Codebook pulldown menu and select the View option.

Exhibit 8-40. Printing status screen




3. The codebook for the current taglist opens in a new window, similar to the one shown in exhibit 8-38.
4. Click on the Export codebook button: 
5. The Export codebook selection screen, shown in exhibit 8-41, appears.

Exhibit 8-41. Export codebook selection screen




6. Select the desired options from the "Format" pulldown menu and the "Destination" pulldown menu.

7. Click on the OK button and complete any subsequent screens required for exporting the file.

Please note that exporting a catalog in its entirety will take a long time due to the large size.

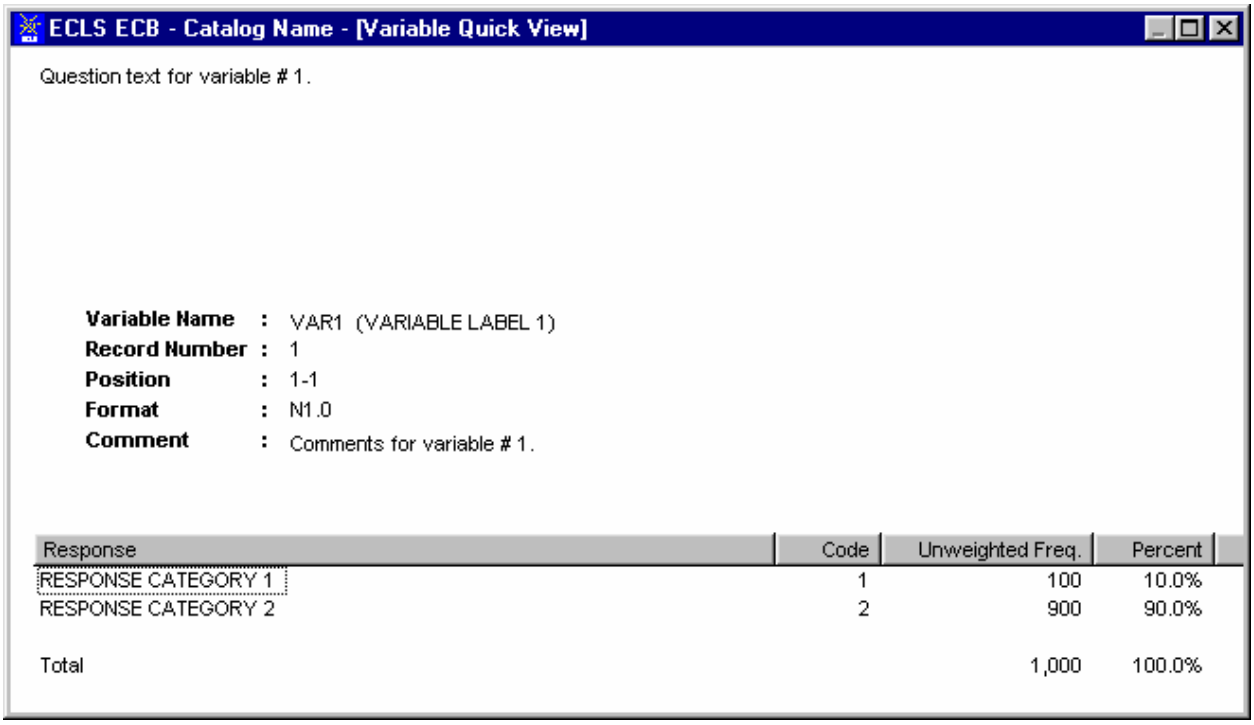
The codebook and its variables can be selected to display their information from either the Variable List or the Working Taglist. The information that can be displayed for a variable includes the variable name and label, the question wording associated with the variable, the position and format of the variable on the data file, each response value and its label, unweighted frequencies, and the unweighted percentage distributions as listed on exhibit 8-37. The entire codebook can also be viewed after moving all of the catalog's variables to the Working Taglist. The following procedures describe how to view some or all codebook variables:

**How To Display Information for a Single Codebook Variable:**

1. Locate the desired variable from either the Variable List or the Working Taglist.

2. Click on the variable name to highlight it and press <ENTER> -or- double-click on the variable name to view the variable information as shown in exhibit 8-42.

Exhibit 8-42. Variable Quick View




The Variable Name is the only field that can be highlighted for displaying the variable's codebook information. Clicking on the variable description field will not activate the Variable Quick View.

3. When you are done reviewing the variable information, close the window by clicking on the Windows control "X" in the upper right corner of the screen. You'll return to the main screen.

**How to Print Information for a Single Codebook Variable:**

The ECB currently does not support printing the information for a single variable directly to the printer. If you must print the information for a single variable, follow these steps:

1. Double-click on the variable to activate the Variable Quick View (see the previous "How To" section for details).

2. With the Variable Quick View being the active window on top, press <Alt> + <Print Screen> to save the image of the Variable Quick View window.

3. In any application that supports bitmap images (e.g., Microsoft Paint, Microsoft Word, etc.), paste the saved image.

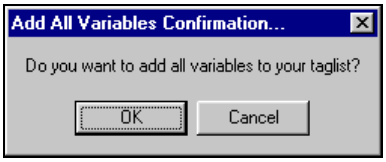
4. Print the image to the printer using the print function of the application that you are using.

**How to Display and Print the Entire Codebook or Selected Pages:**

1. Move all of the catalog's variables displayed in the Variable List to the Working Taglist by clicking on the Tag All button.

2. Click on the OK button of the Add All Variables Confirmation dialog box, shown in exhibit 8-43.

Exhibit 8-43. Add All Variables dialog box

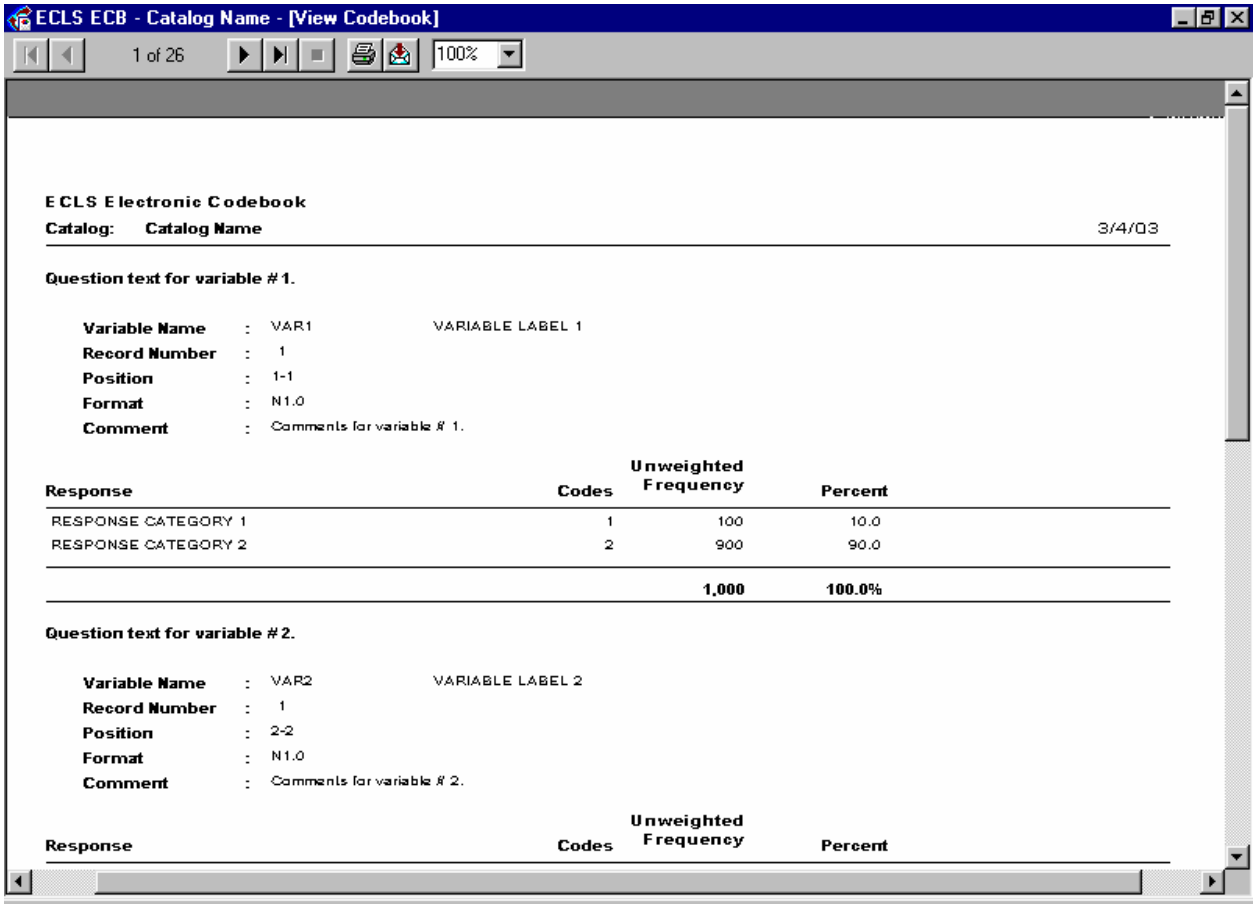



3. All of the variables listed in the Variable List are now displayed in the Working Taglist.

4. Select View from the Codebook pulldown menu.

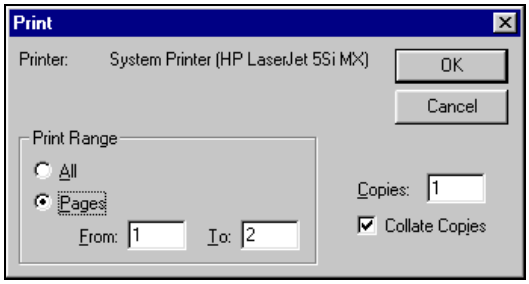
5. The entire codebook displays as shown in exhibit 8-44. Note that this view includes ALL variables in the catalog and can span more than 1000 pages depending on the size of the ECB. The page number is in the upper left corner of the window.

Exhibit 8-44. View of the entire codebook




6. To print the entire codebook, click on the printer icon displayed at the top of the codebook screen. Select ALL from the Printer Dialog box (exhibit 8-45). Enter the number of copies you want and click on the OK button.

Exhibit 8-45. Printer dialog box



7. To print selected pages of the codebook, select Pages from the Printer Dialog box. Enter the pages you want to print and the number of copies you want. Click on the OK button.

8. When you are done viewing the entire codebook, close the window by clicking on the Windows control "X" in the upper right corner of the screen. You will return to the main screen.

## 8.5 Extracting Data from the ECB

Once the variables have been selected (tagged) for extraction and reside in the Working Taglist, the next step is to generate the code through which the statistical analysis software can retrieve and display the results. The ECB provides options for generating the code for analyzing data with the SAS, SPSS for Windows, or Stata statistical analysis programs.

To run these programs, you will need the appropriate statistical software and the ECB CD-ROM from which the program can extract data.

SPSS users should note that an entire catalog can produce a Frequencies command statement with more than 500 variables. This may produce a warning of "too many variables," and the Frequencies command will not execute. Users may work around this limitation by dividing the Variable List into two or more Frequencies commands.

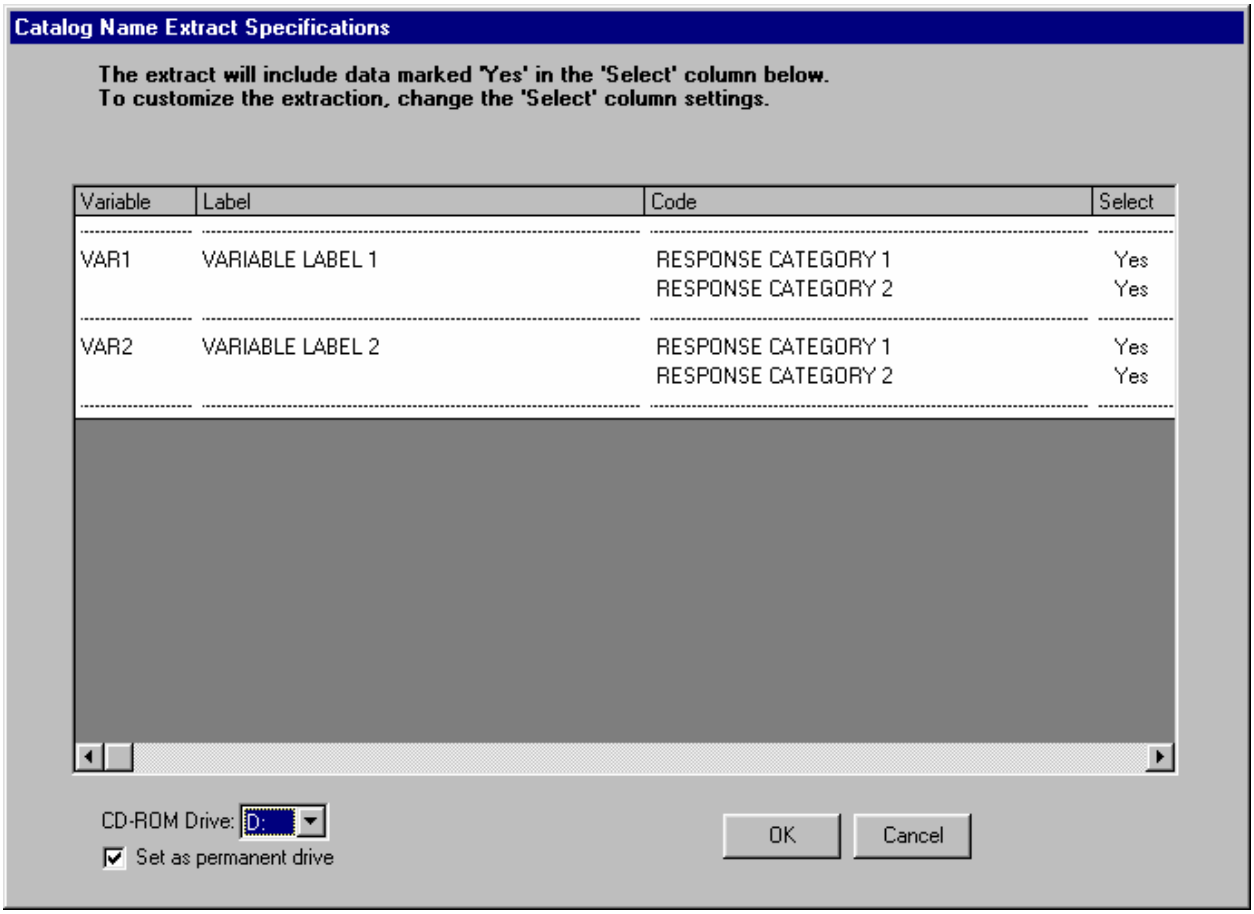
When extracting data to be used with either the SAS, SPSS for Windows, or Stata programs, a dialog box will be presented that allows the user to define the extract population through the Limiting Fields. See exhibit 8-46. The Limiting Fields include various subgroups of respondents that are typically of interest to analysts. These subgroups can be selected or deselected to narrow the data field that is extracted.

Also, please note that the ECB extract function allows the user to specify the drive letter of the CD-ROM drive. If you attempt to run the resulting SAS, SPSS, and Stata programs on a workstation with a different CD-ROM drive letter, you must alter the program code accordingly or regenerate the program code using the ECB.

The SAS, SPSS, or Stata source code generated by the ECB to read in the data may contain code statements that are "commented" out (e.g., with * in SAS). These code statements either run descriptive statistics (e.g., frequencies, means, etc.), or associate formats with variables. They are commented out because not all analysts will want them included in the source code.

SAS users (prior to SAS, Version 8) should note that, although the ECB will allow data set names larger than eight characters, the SAS system will reject these names at run-time.

Exhibit 8-46. Limiting fields dialog box




Refer to appendix E for instructions on using and modifying the catalog-specific limiting variables.

**How To Extract a File to SAS Format:**

1. Complete any changes you wish to make to the displayed taglist.

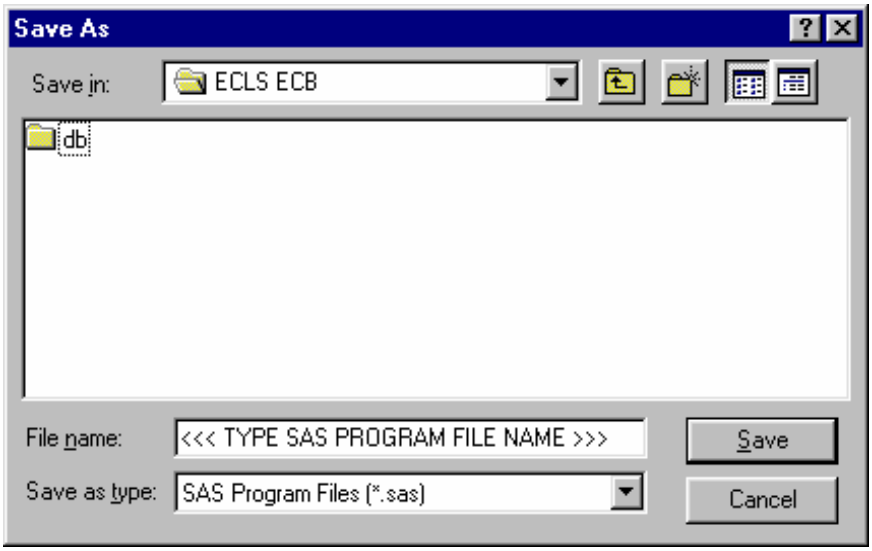
2. Click on the Extract pulldown menu and select the SAS option.

3. The Limiting Fields screen for the open catalog appears. Make your selections for each limiting variable indicator.

4. Verify that the ECB CD-ROM is loaded in your PC's default CD-ROM drive and then click on the OK button.

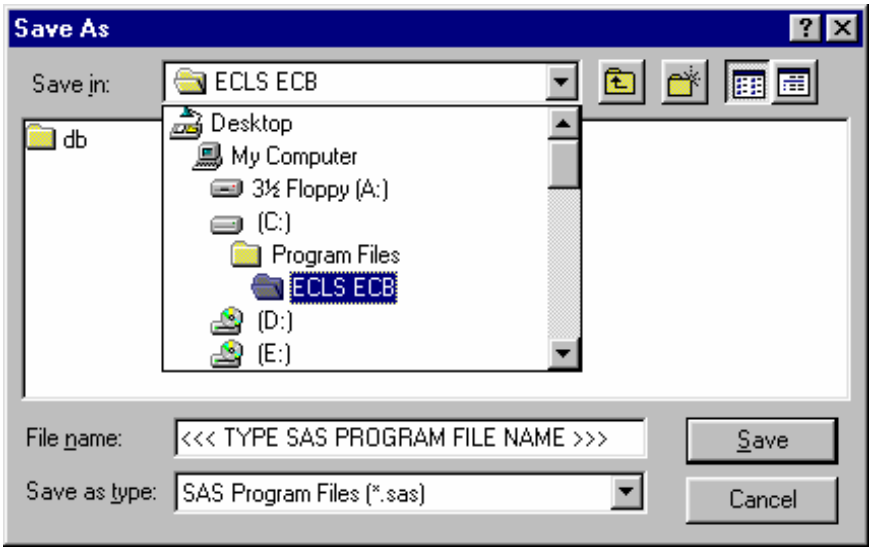
5. Type the desired name of the extract program file in the file name field of the screen shown in exhibit 8-47.

Exhibit 8-47. Save SAS program file dialog box




6. To save the file to another directory, click on the "Save in" dropdown menu button to browse to the new location, as shown in exhibit 8-48.

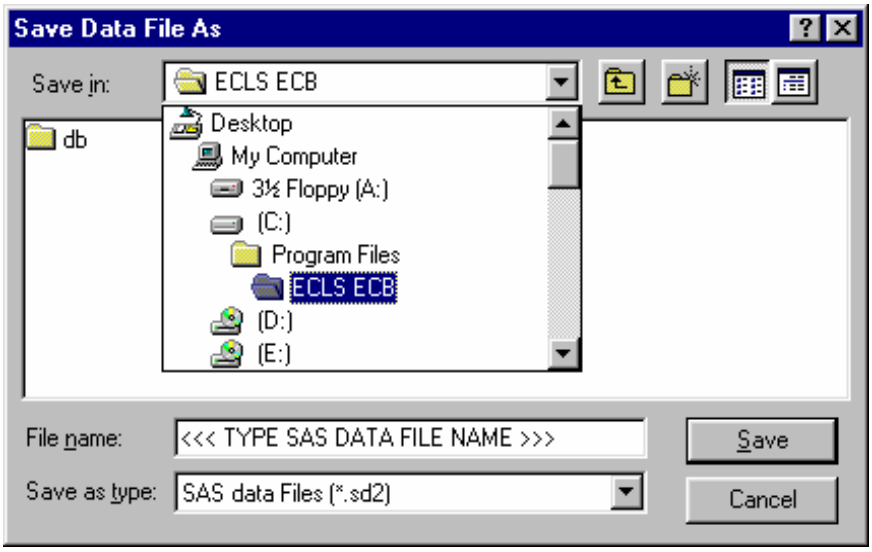
Exhibit 8-48. Save SAS program file location browse screen




7. Click on the Save button to store the file.

8. In the Save Data File As window (exhibit 8-49) type in the file name you want the data file to save to and then click on Save.

Exhibit 8-49. Save SAS data file dialog box




9. Run the saved extract program in SAS to extract the data.

**How To Extract a File to SPSS Format:**

1. Complete any changes you wish to make to the displayed taglist.

2. Click on the Extract pulldown menu and select the SPSS option.

3. The Limiting Fields screen for the open catalog appears. Make your selections for each limiting variable indicator.

4. Verify that the ECB CD-ROM is loaded in your PC's default CD-ROM drive and then click on the OK button.

5. Type the desired name of the extract program file in the file name field of the screen shown in exhibit 8-50.

6. To save the file to another directory, click on the "Save in" dropdown menu button to browse to the new location, as shown in exhibit 8-51.

7. Click on the Save button to store the file.

Exhibit 8-50. Save SPSS program file dialog box

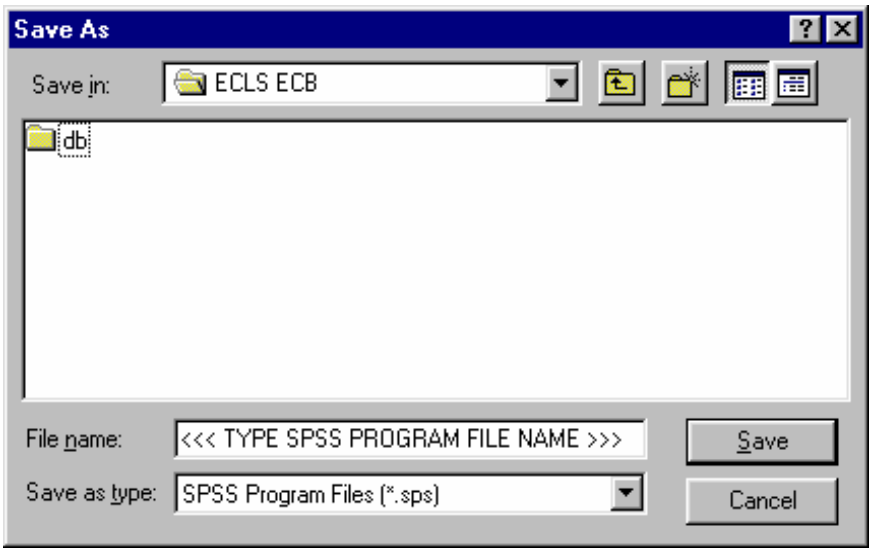
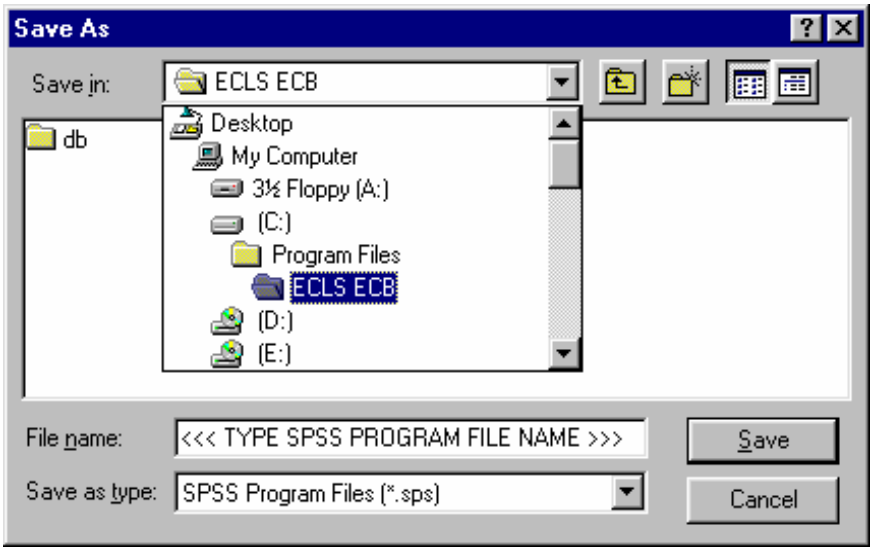


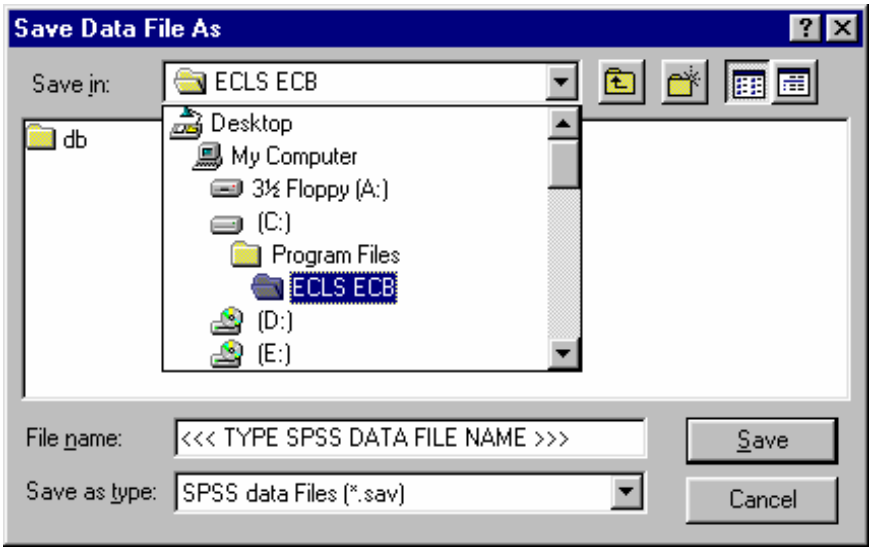
Exhibit 8-51. Save SPSS program file location browse screen




8. In the Save Data File As window (exhibit 8-52), type in the file name you want the data file to save to and then click on Save.

9. Run the saved extract program in SPSS to extract the data.

Exhibit 8-52. Save SPSS data file dialog box



**How To Extract a File to Stata Format:**

1. Complete any changes you wish to make to the displayed taglist.

2. Click on the Extract pulldown menu and select the Stata option.

3. The Limiting Fields screen for the open catalog appears. Make your selections for each limiting variable indicator.

4. Verify that the ECB CD-ROM is loaded in your PC's default CD-ROM drive and then click on the OK button.

5. Type the desired name of the extract program file in the file name field of the screen shown in exhibit 8-53.

6. To save the file to another directory, click on the "Save in" dropdown menu button to browse to the new location, as shown in exhibit 8-54.

7. Click on the Save button to store the file.

8. In the Save Data File As window (exhibit 8-55), type in the file name you want the data file to save to and then click on Save.

9. Run the saved extract program in Stata to extract the data.

Exhibit 8-53. Save Stata program file dialog box

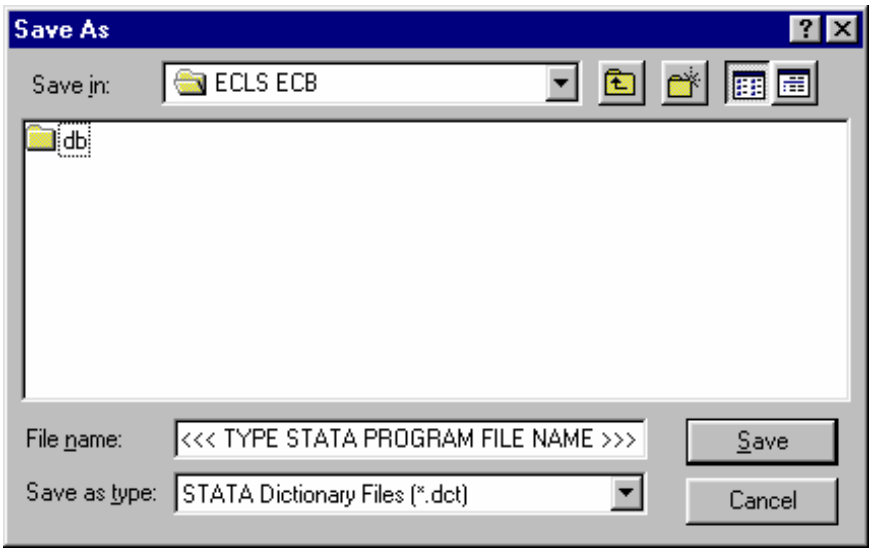


Exhibit 8-54. Save Stata program file location browse screen

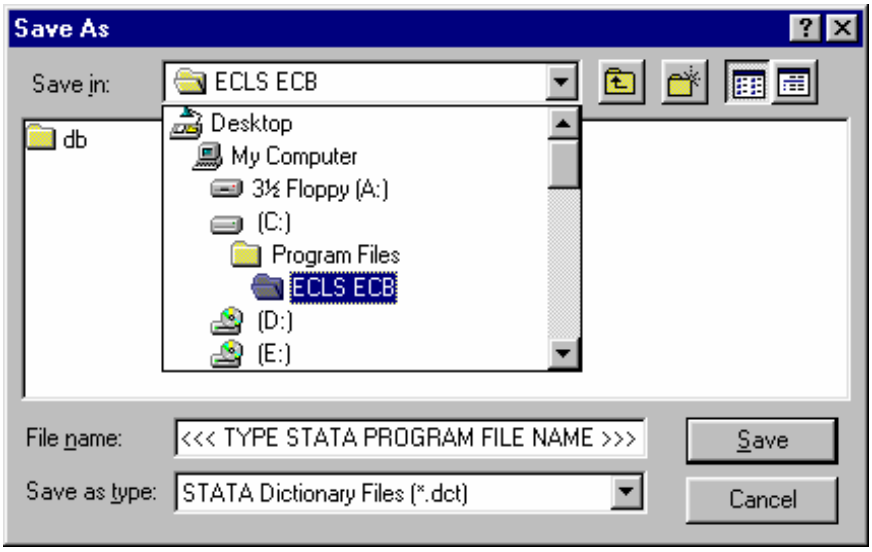
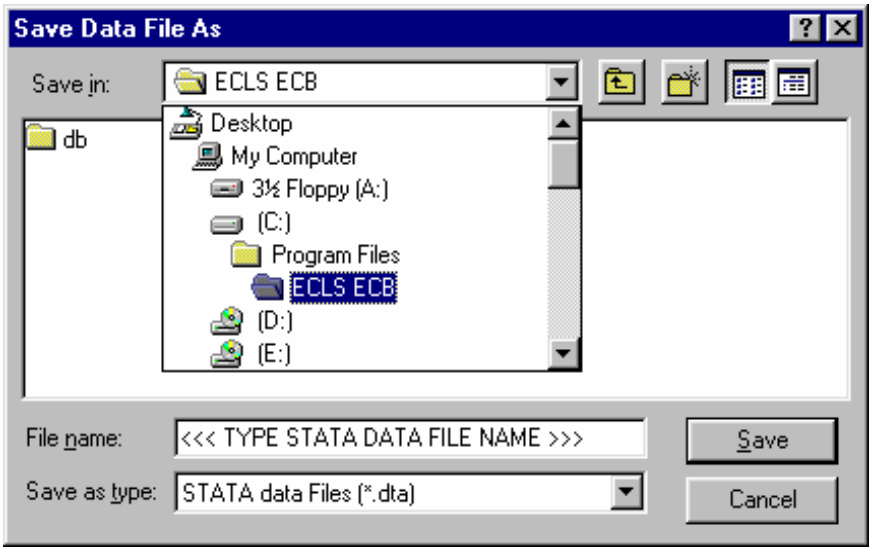



Exhibit 8-55. Save Stata data file dialog box




### 8.5.1 Reviewing the Extract Specifications

Users should review the SAS, SPSS, or Stata program code that is generated before running it to check that any statements subsetting the data are correct. Note that the ECB sometimes outputs superfluous code for selecting cases; this code is consistent with extract specifications, but users may wish to delete it.

If a mistake in defining the criteria is made, and it is not discovered until after writing out or running the extract program, it is very easy to correct if the taglist was saved before exiting the ECB program. Simply restart the ECB and select the appropriate catalog, open the taglist that you saved, define the extract criteria correctly by modifying the saved taglist as desired and saving it, and write out the extract program again. The program should be reviewed before running it because it may need to be customized.

### 8.5.2 Repairing and Compacting the Database

Periodically users may wish to repair and compact the database that contains the data of the ECB program. If many taglists are created and deleted on a regular basis, the database will contain lingering references to old taglists that are no longer needed. When the database is repaired and compacted, the ECB program "cleans house" and makes the database more efficient. It also decreases the size of the database, so space is conserved.

**How To Repair and Compact the ECB Database:**

1. Select the Tools pulldown menu and select the Repair and Compact Database option.
2. After a few seconds, the screen shown in exhibit 8-56 appears indicating that the repair and compact of the database was successfully completed.

Exhibit 8-56. Repair database completed screen


3. Click on the OK button.

## 8.6 Changes to the On-Line Help Feature

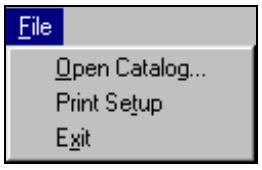
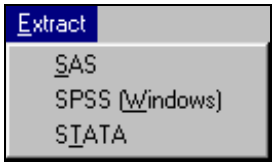
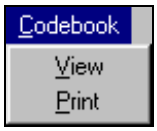
Experienced users of ECLS-K data will notice some differences in the Help feature in this version of the ECB:

- The Help feature is now formatted as an Adobe PDF (portable document format) file. Most users will already be familiar with PDF documents and the Adobe reader. It is highly recommended that ECB users download the latest version of the free Adobe reader from the Adobe web site (www.adobe.com). Version 7.0 of the Adobe reader is included on the ECB CD for users without Internet access.

- The "Search" feature is no longer contained in a tab on the left-side of the screen; it can now be accessed using the search button (identified by the binoculars icon in the toolbar).

## 8.7 Menu Bar Descriptions

Exhibit 8-57. Menu Bar Descriptions

<table>
<tr><td colspan="2"> 
</td></tr>
<tr><td> 
</td><td>The File menu contains the commands needed to:<br>■ Select and open a catalog;<br>■ Set up your software for printing; and<br>■ Exit the ECB.</td></tr>
<tr><td> 
</td><td>The Taglist menu contains the commands required to manipulate the variable lists once a catalog has been selected:<br>■ Create a new taglist;<br>■ Open a previously saved or predefined taglist;<br>■ Delete a previously saved taglist;<br>■ Add a previously saved or predefined taglist to the working taglist;<br>■ Save the working taglist;<br>■ Save a taglist with another name;<br>■ Import a previously exported taglist as working taglist and;<br>■ Export the working taglist for distribution.</td></tr>
<tr><td> 
</td><td>The Extract menu contains options to create a syntax file for:<br>■ SAS;<br>■ SPSS for Windows; or<br>■ Stata.</td></tr>
<tr><td> 
</td><td>The Tools menu contains:<br>■ The command for repairing and compacting the database.</td></tr>
<tr><td> 
</td><td>The Codebook menu contains the command for:<br>■ Viewing the entire codebook based on the working taglist; and<br>■ Printing the entire codebook based on the working taglist.</td></tr>
<tr><td> 
</td><td>The Help menu provides access to the detailed online help system.</td></tr>
</table>

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# 9. LONGITUDINAL ANALYSES

► *Please note that this chapter is for users who conduct longitudinal analyses. The last section of this chapter is for users of the fifth-grade restricted-use or fifth-grade public-use files who wish to create their own longitudinal files using data from previous rounds of the ECLS-K. Users who intend to use the K–5 longitudinal data file that NCES releases should refer to chapter 10 for additional information.*

Longitudinal analyses with the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K) can be conducted both "within school year" and "across school years." Examples of within-year analyses are those that look at children's growth in cognitive scores between fall and spring of kindergarten or between fall and spring of first grade. Such analyses do not require the combined use of kindergarten and first-grade data. They can be conducted using only the kindergarten base-year files or the first-grade files only. Therefore, within-school year analyses are not discussed in this chapter. Since data were only collected once for third grade and once for fifth grade, neither within-third grade nor within-fifth grade analyses are possible. Cross-year analyses, on the other hand, those that combine information from two or more of the kindergarten, first-grade, third-grade, or fifth-grade years, are the focus of this chapter.

This chapter describes how to combine (or merge) the kindergarten, first-grade, third-grade, and fifth-grade files to create cross-year files for K–5 longitudinal analyses. The information contained in this chapter applies to users of the base-year, first-grade, third-grade, and fifth-grade files. Users of the public-use files can consider using the public-use longitudinal file briefly described in chapter 1, which combines data from the base year, first, third, and fifth grades. It contains longitudinal weights so that analysts can examine children's growth and development between kindergarten and fifth grade. Although it is somewhat streamlined, it contains most of the variables in the restricted-use files. Most users will find it more convenient to use the K–5 longitudinal data file that NCES releases rather than creating their own longitudinal file (see chapter 10). However, if users are primarily interested in using data from two or three of the rounds of data collection, they may want to create their own file because they will have more cases included in their analyses. The K–5 longitudinal data file is restricted to a subset of cases that participated in multiple rounds of data collection (see section 10.2 for details on the individuals included on the K–5 longitudinal data file).

This chapter begins with a discussion of K–5 longitudinal analyses and the types of research questions that can be addressed with cross-year files. It then describes the K–5 longitudinal weights available on the cross-sectional files and merging procedures for users who wish to create their own longitudinal files.

## 9.1 Conducting Longitudinal Analyses

As described in chapter 1, one of the primary goals of the ECLS-K is to understand how children's early experiences influence their transition into kindergarten and their progression through the early elementary school years. A major strength of the ECLS-K design is that it captures important aspects of children's experiences as they occur. Thus, information about children's experiences in each grade is captured in that grade. Capturing this information as it occurs means that the information is not distorted by faulty memory or by revisions to memory based on subsequent experiences. In addition, information from earlier points in time can be included in multivariable models to assess whether they are associated with later events and experiences, thereby strengthening the ability of researchers to make causal inferences.

In conducting K–5 longitudinal analyses with the ECLS-K data, it is important to keep in mind the sample design described in chapter 4. Certain features of the design must be considered. First, because the first-, third-, and fifth-grade data are released only as child-based files, all analyses involving either first-grade, third-grade or fifth-grade data will, of necessity, be child-based. Second, the first-, third-, and fifth-grade data are not representative of all first-grade or third-grade or fifth-grade schools or of classrooms or teachers in the United States. Since the sample was freshened neither in third grade nor in fifth grade, the children are not representative of all children attending third grade in the 2001–02 school year and fifth grade in the 2003–04 school year. Children who started their schooling in the U.S. in second, third, fourth or fifth grade are not represented in the sample. Similarly, since the study follows a cohort, children who were in fifth grade in the 2003–04 school year because they were repeating that grade are not represented in the sample. Researchers conducting K–5 analyses should not attempt to use the data to describe the population of all third- or fifth-grade children, their classrooms, teachers, or schools. However, information about the schools can be used in the child-based analyses to examine, for example, the relationship of the school environment with children's learning or to describe the learning environments of the group of children who attended kindergarten 3 or 5 years earlier. Users may also

examine the relationship of the kindergarten year school characteristics with children's later school experiences.

## 9.2 Examples of Research Questions

A variety of research questions can be examined using the K–5 longitudinal files. The following are some examples:

1. How much do children's reading and mathematics skills increase between the fall of kindergarten and the spring of fifth grade?

2. Do measures of school readiness at the beginning of kindergarten predict children's skill and knowledge levels at the end of fifth grade?

3. What family background characteristics (e.g., family poverty, parent education, maternal employment) are associated with children's later school outcomes?

4. Do children who adapted easily to a school setting in kindergarten do better in fifth grade than their peers who experienced more difficulty settling into school or are there any lingering effects of a slow adjustment to kindergarten?

5. Are there particular school or classroom characteristics that enhance growth rates in reading and mathematics skills between first and fifth grade or between third grade and fifth grade?

6. Are kindergartners' reading and mathematics growth over the first 4 years of school associated with their family's poverty status in kindergarten?

To study these and similar questions, researchers would combine information from two or more rounds of data collection, across the kindergarten, first-, third-, and fifth-grade years. For the first question, the researcher would need to examine differences between fall-kindergarten and spring-fifth grade assessment scores. To do this, one would combine fall-kindergarten data with spring-fifth grade data. Similarly, questions 2 and 3 (regarding the relationship between readiness at kindergarten entry—or maternal employment in that time frame—and fifth-grade outcomes) would be examined by combining data from the same two time points. Note that for question 3 one would need to include data from the parent interview in the base year.

To examine the relationship of children's kindergarten adjustment with their later grade performance, as in question 4, researchers might use data from several rounds (i.e., fall-kindergarten,

spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade). For example, one could create variables from fall-kindergarten and spring-kindergarten to measure adjustment during kindergarten and then relate those variables to outcomes in the spring of the third and fifth grades.

To be assigned a longitudinal weight for the K–5 data, a case must have participated in the base year (since only base-year respondents were included in subsequent rounds) and in both spring-third grade and spring-fifth grade. Thus, the K–5 longitudinal weights should not be used to examine questions that use data only from the base-year, the first-grade year, and the third-grade year. For such analyses, it is advisable to use the K–1 or K-3 longitudinal weights.

## 9.3 K–5 Longitudinal Weights

### 9.3.1 Types of K–5 Longitudinal Weights

K–5 longitudinal weights are used to analyze data in a K–5 file created by merging base-year, first-grade, third-grade, and fifth-grade data or by users of the K–5 created by NCES.[1] Cross-sectional weights, on the other hand, are used for analyses within one round of data collection. There are several sets of K–5 longitudinal weights computed for children with complete data from different combinations of rounds. All K–5 longitudinal weights are child-level weights. There are no K–5 longitudinal weights at the school or teacher level since school- and teacher-level weights are not computed for the first-grade, third-grade, or fifth-grade year. The K–5 longitudinal weights are defined as follows:

- C56CW0 is nonzero if assessment data are present for both spring-third grade and spring-fifth grade, or if the child was excluded from direct assessment in both of these rounds of data collection due to a disability;
- C56PW0 is nonzero if parent interview data are present for both spring-third grade and spring-fifth grade;
- C456CW0 is nonzero if assessment data are present for spring-first and spring-third grade and spring-fifth grade, or if the child was excluded from direct assessment in all of these three rounds of data collection due to a disability;

[1] Please note that the NCES-created file contains more longitudinal weights than are described here. See chapter 10 for details on these additional weights.

- C456PW0 is nonzero if parent interview data are present for spring-first grade and spring-third grade and spring-fifth grade;

- C2_6FC0 is nonzero if assessment data are present for four rounds of data collections involving the full sample of children (spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), or if the child was excluded from direct assessment in all four of these rounds of data collection due to a disability;

- C2_6FP0 is nonzero if parent interview data are present for four rounds of data collections involving the full sample of children (spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade);

- C1_6FC0 is nonzero if assessment data are present for five rounds of data collections involving the full sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), or if the child was excluded from direct assessment in all five of these rounds of data collection due to a disability;

- C1_6FP0 is nonzero if parent interview data are present for five rounds of data collections involving the full sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade);

- C1_6SC0 is nonzero if assessment data are present for all six rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, and spring-fifth grade), or if the child was excluded from direct assessment in all six rounds of data collection due to a disability; and

- C1_6SP0 is nonzero if parent interview data are present for all six rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, and spring-fifth grade).

The use of the K–5 longitudinal weights is described in exhibit 9-1. This exhibit is designed to help users choose appropriate weights for their analysis. First, decide which two or more points in time are the focus of the analysis. The analysis could pertain to two points in time (spring-third grade and spring-fifth grade), three points in time (spring-first grade, spring-third grade, and spring-fifth grade), four points in time (spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), five points in time (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), or six points in time (all six rounds of data collection). For example, if the analysis uses spring-third grade and spring-fifth grade data, then the appropriate weights would be those beginning with C56 (denoting child-level data from round 5, spring-third grade AND round 6, spring-fifth grade). Second, consider the source of the data, which also affects the choice of the weight. In exhibit 9-1, details under "to be used for analysis of …" provide guidance based on whether the data were collected through the child assessments, parent interviews, teacher questionnaires at the teacher level, or at the child level (reading, math, or science teacher questionnaire). For the same example noted earlier, the two weights

available are C56CW0 and C56PW0. If parent data from spring-third grade and spring-fifth grade are needed for the analysis, then C56PW0 should be used.

Exhibit 9-1. ECLS-K: K–5 longitudinal weights, spring-fifth grade: School year 2003–04

| Weight | to be used for analysis of ... |
|---|---|
| C56CW0 | child direct assessment data from BOTH spring-third grade and spring-fifth grade, alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C56PW0 | parent interview data from BOTH spring-third grade and spring-fifth grade, alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C456CW0 | child direct assessment data from spring-first grade AND spring-third grade AND spring-fifth grade, alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C456PW0 | parent interview data from spring-first grade AND spring-third grade AND spring-fifth grade, alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C2_6FC0 | child direct assessment data from FOUR rounds of data collection involving the FULL sample of children (spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C2_6FP0 | parent interview data from spring-kindergarten AND spring-first grade AND spring-third grade AND spring-fifth grade, alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C1_6FC0 | child direct assessment data from FIVE rounds of data collections involving the FULL sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C1_6FP0 | parent interview data from FIVE rounds of data collections involving the FULL sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade), alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C1_6SC0 | child direct assessment data from ALL SIX rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, and spring-fifth grade), alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C1_6SP0 | parent interview data from ALL SIX rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, and spring-fifth grade), alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Base year longitudinal weights for the analysis of the base-year data (within the kindergarten year) alone are described in the base-year user's manuals. First-grade longitudinal weights for the analysis of the first-grade data (within the first-grade year) alone, and of the combined kindergarten/first grade data are described in the first-grade user's manuals. Third-grade longitudinal weights for the analysis of the third-grade data alone, and of the combined kindergarten/first grade/third grade data, are described in the third-grade user's manuals.

K–5 longitudinal weights are used to produce estimates of differences between two or more rounds of data collection spanning across kindergarten, first grade, third grade, and fifth grade. Simple examples involving two rounds of data collection are the differences in children's mean assessment scores between spring-third grade and spring-fifth grade using the C56CW0 weight and the difference in the total number of persons in the household size using C56PW0. K–5 longitudinal weights are also used to study the characteristics of children who were assessed in two or more rounds of data collection. For example, one can study how family background characteristics of children in kindergarten are related to assessment scores in spring-fifth grade for children who were assessed in spring-first grade, spring-third grade, and spring-fifth grade. In this case, C456PW0 is used to study the characteristics of the children as reported by their parents, and C456CW0 is used to estimate the difference in assessment scores between spring-first grade and spring-fifth grade. As noted earlier, any longitudinal analysis that uses data from fall-first grade will be limited to a 27 percent subsample of children**.**

There may be combinations of data for which no weights were developed. For further advice on which weights to use when analyzing a complex combination of data, contact NCES at *ECLS@ed.gov*.

### 9.3.2 Weighting Procedures

In this section we discuss the statistical procedures used to produce the K–5 longitudinal weights. These procedures are nearly identical to the procedures used for the cross-sectional weights (see chapter 4). The differences are primarily in how mover status and eligible respondents are defined, and in how adjustment cells are created. For example, in computing weight C56CW0, a child was identified as a mover if the child moved in either spring-third grade or spring-fifth grade; a respondent was defined as a child for whom both cross-sectional weights, C5CW0 and C6CW0, are nonzero. A child with a nonzero C56CW0 had both spring-third grade and spring-fifth grade scorable cognitive assessment data, or was excluded from the cognitive assessments because he or she was a child with disabilities. Longitudinal

weights involving the fall-first grade collections were computed differently to adjust for the fact that only a subsample of children was included in fall-first grade.

#### 9.3.2.1 Longitudinal Weights Not Involving the Fall-First Grade Data

The first stage of weighting was to compute an initial child weight that reflected the following:

- Adjustment of the school base weight for base year school-level nonresponse;
- Adjustment of the child weights for base year child-level nonresponse; and
- Adjustment of the base year child weight for subsampling of schools for freshening in first grade (for children sampled in first grade only).

The second stage of weighting was to adjust the initial child weight computed in the first stage for the following:

- Subsampling of movers and
- Child-level nonresponse.

In the adjustment for subsampling of movers, mover status was created so that it was specific to each panel. For example, for the spring-third grade/spring-fifth grade panel (longitudinal weights C56CW0 and C56PW0), a child was a mover if he had been identified as a mover in spring-third grade *or* spring-fifth grade, i.e., in either round he attended a school that was not the school where he had been sampled in kindergarten. The adjustment factor for subsampling movers was computed within cells created using the following characteristics: whether children were sampled in kindergarten or first grade and whether they were language minority children. A small number of children with large weights had their weights trimmed. However, the weights were not redistributed because the total sum of weights was reestablished in the raking procedure that came later. In both steps of the nonresponse adjustment, separate nonresponse classes were created for movers and nonmovers using school affiliation, various combinations of response status of child assessments and parent interviews in the base year, whether children belonged to the language minority group, and the type of household collected from the parent interviews.

The third and last stage was to rake the weights adjusted in the second stage to sample-based control totals. The raking factor was computed separately within raking cells as the sample-based control total for the raking cell over the sum of the nonresponse adjusted weights for children in the same cell. Raking cells (also known as raking dimensions) were created using school and child characteristics collected in the base-year or first-grade year: school affiliation, region, type of locale, sex, age, race/ethnicity, socioeconomic status (SES), language minority status, whether sampled in kindergarten or first grade and, if sampled in kindergarten, mover status.

#### 9.3.2.2 Longitudinal Weights Involving the Fall-First Grade Data

For the longitudinal weights involving the fall-first grade data collection where children were part of a subsample of the ECLS-K full sample, the initial weights were from fall-first grade. These were the base year child adjusted weights (as described in section 4.7.3.2 for base year respondents), incorporating the school subsampling factor appropriate for fall-first grade. These weights were also trimmed to reduce the weight of all the children in one private school that had a large school weight.

The adjustments for subsampling movers and for child nonresponse are identical to those for the other longitudinal weights. The adjustment factor for subsampling movers was computed within cells by whether they belonged in the language minority group. A small number of children with large weights had their weights trimmed. However, the weights were not redistributed because the total sum of weights was reestablished in the raking procedure that came later. In both steps of the nonresponse adjustment, separate nonresponse classes were created for movers and nonmovers using the type of household collected from the parent interviews, whether children belonged to the language minority group, and school affiliation.

The raking dimensions are the same as those for the other longitudinal weights. After the first raking, a small number of children had their weights trimmed; then all the weights were raked again.

### 9.3.3 Characteristics of Longitudinal Weights

The statistical characteristics of the longitudinal weights are presented in table 9-1. For each weight, the number of cases with nonzero values is presented together with the mean weight, the standard deviation, the coefficient of variation (i.e., the standard deviation as a percentage of the mean weight), the minimum value of the weight, the maximum value of the weight, the skewness, the kurtosis, and the sum of weights.

Table 9-1. Characteristics of child-level K–5 longitudinal weights, spring-third grade: School year 2003–04

| Variable name | Number of cases | Mean | Standard deviation | CV[1] (× 100) | Minimum | Maximum | Skewness | Kurtosis | Sum |
|---|---|---|---|---|---|---|---|---|---|
| C56CW0 | 11,136 | 353.53 | 546.33 | 154.54 | 1.85 | 6,088.46 | 4.23 | 22.14 | 3,936,880 |
| C56PW0 | 10,079 | 390.45 | 552.94 | 141.62 | 1.87 | 6,635.16 | 3.81 | 19.01 | 3,935,347 |
| C456CW0 | 10,852 | 362.33 | 588.43 | 162.40 | 1.78 | 6,681.37 | 4.13 | 20.98 | 3,932,020 |
| C456PW0 | 9,568 | 410.86 | 582.33 | 141.73 | 2.18 | 5,941.85 | 3.68 | 16.93 | 3,931,097 |
| C2_6FC0 | 10,673 | 359.60 | 596.79 | 165.96 | 1.75 | 6,360.58 | 4.25 | 22.07 | 3,838,004 |
| C2_6FP0 | 9,267 | 414.05 | 585.96 | 141.52 | 2.19 | 5,945.74 | 3.59 | 15.69 | 3,836,967 |
| C1_6FC0 | 9,796 | 391.72 | 651.89 | 166.41 | 1.62 | 6,867.64 | 4.21 | 21.76 | 3,837,337 |
| C1_6FP0 | 8,370 | 458.36 | 646.59 | 141.06 | 2.16 | 6,801.76 | 3.62 | 16.27 | 3,836,496 |
| C1_6SC0 | 3,000 | 1,274.18 | 1,841.67 | 144.54 | 58.68 | 11,913.28 | 3.28 | 11.10 | 3,822,526 |
| C1_6SP0 | 2,566 | 1,490.10 | 1,835.53 | 123.18 | 86.76 | 10,279.37 | 2.71 | 7.31 | 3,823,589 |

[1] Coefficient of variation.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

The difference in the estimate of the population of students (sum of weights) between the different panels of students and types of weights results from a combination of factors, among them: (1) the number of base-year respondents who became ineligible (due to death, leaving the country, or being a nonsampled mover) after the base year, (2) the adjustment of the weights for the children of unknown eligibility, and (3) the difference in the number of records used to construct sample-based control totals. Of the ten longitudinal weights computed, only the first four (C56CW0, C56PW0, C456CW0, and C456PW0) involve children sampled in first grade. For these four weights, the child records included in the file used for computing the control totals are records of base year respondents and records of eligible children sampled in first grade. The sums of all other longitudinal weights are smaller because records of children sampled in first grade were not included in the file.

### 9.3.4 Variance Estimation

For each K–5 full sample weight listed in exhibit 9-1, a set of replicate weights was calculated. Replicate weights are used in the jackknife replication method to estimate the standard errors of survey estimates. Any adjustments done to the full sample weights were repeated for the replicate weights.

For longitudinal weights not involving the fall-first grade data, there are 90 replicate weights. For a description of how the replicates were formed, see chapter 4, section 4.7. For the two longitudinal weights involving fall-first grade (C1_6SC0 and C1_6SP0), there are 40 replicate weights. The reason for the smaller number of replicates is that only a subsample of schools was included in the fall-first grade sample. The weights associated with the fall-first grade data do not account for the Durbin method of selecting primary sampling units (PSUs), since it did not apply. Rather, they reflect the fact that only one of the two sampled PSUs in the non-self-representing (NSR) strata was kept in the subsample. To account for this feature, pairs of similar NSR PSUs were collapsed into 19 variance strata. The self-representing (SR) PSUs account for the remaining 21 variance strata.

Each replicate weight variable name has the same weight prefix as for the full sample weight variable name. For example, the replicate weights for C1_6FC0 are C1_6FC1 through C1_6FC90; the replicate weights for C1_6SC0 are C1_6SC1 through C1_6SC40.

Stratum and first-stage unit identifiers used with the Taylor Series method are provided for each of the K–5 longitudinal weights in the file. They are described in exhibit 9-2. For a description of the Taylor Series method, see section 4.8.2.

Specifications for computing standard errors are given in table 9-2. For each type of analysis described in table 9-2, users can choose between the replication method and the Taylor Series method for computing standard errors.

Exhibit 9-2. ECLS-K Taylor Series stratum and first-stage unit identifiers, spring-fifth grade: School year 2003–04

| Variable name | Description |
|---|---|
| C56CSTR | Sampling stratum—spring-third grade/spring-fifth grade longitudinal C-weights |
| C56CPSU | First-stage primary sampling unit within stratum—spring-third grade/spring-fifth grade longitudinal C-weights |
| C56PSTR | Sampling stratum—spring-first third/spring-fifth grade longitudinal P-weights |
| C56PPSU | First-stage primary sampling unit within stratum—spring-third grade/spring-fifth grade longitudinal P-weights |
| C456CSTR | Sampling stratum—spring-first/spring-third grade/spring-fifth grade longitudinal C-weights |
| C456CPSU | First-stage primary sampling unit within stratum—spring-first/spring-third grade/spring-fifth grade longitudinal C-weights |
| C456PSTR | Sampling stratum—spring-first/spring-third grade/spring-fifth grade longitudinal P-weights |
| C456PPSU | First-stage primary sampling unit within stratum—spring-first/spring-third grade/spring-fifth grade longitudinal P-weights |
| C26FCSTR | Sampling stratum—spring-kindergarten/spring-first/spring-third grade/spring-fifth grade longitudinal C-weights |
| C26FCPSU | First-stage primary sampling unit within stratum—spring-kindergarten/spring-first/spring-third grade/spring-fifth grade longitudinal C-weights |
| C26FPSTR | Sampling stratum—spring-kindergarten/spring-first/spring-third grade/spring-fifth grade longitudinal P-weights |
| C26FPPSU | First-stage primary sampling unit within stratum—spring-kindergarten/spring-first/spring-third grade/spring-fifth grade longitudinal P-weights |
| C16FCSTR | Sampling stratum—fall-kindergarten/spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade longitudinal C-weights |
| C16FCPSU | First-stage primary sampling unit within stratum—fall-kindergarten/spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade longitudinal C-weights |
| C16FPSTR | Sampling stratum—fall-kindergarten/spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade longitudinal P-weights |
| C16FPPSU | First-stage primary sampling unit within stratum—fall-kindergarten/spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade longitudinal P-weights |
| C16SCSTR | Sampling stratum—longitudinal C-weights covering all six rounds of data collection |
| C16SCPSU | First-stage primary sampling unit within stratum—longitudinal C-weights covering all six rounds of data collection |
| C16SPSTR | Sampling stratum—longitudinal P-weights covering all six rounds of data collection |
| C16SPPSU | First-stage primary sampling unit within stratum—longitudinal P-weights covering all six rounds of data collection |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 9-2. Specifications for computing standard errors, spring-fifth grade: School year 2003–04

| Type of analysis | Full sample weight | Computing standard errors: Replication method (WesVar, SUDAAN or AM) ID | Replicate weights | Jackknife method | Taylor Series method (SUDAAN, Stata, SAS, SPSS or AM) Sample design[1] | Nesting variables | Approximating sampling errors: DEFT (Average root design effect) |
|---|---|---|---|---|---|---|---|
| Spring-third grade/ spring-fifth grade longitudinal | C56CW0 | CHILDID | C56CW1-C56CW90 | JK2 | WR | C56CSTR-C56CPSU | |
| | C56PW0 | CHILDID | C56PW1-C56PW90 | JK2 | WR | C56PSTR-C56PPSU | 2.037 |
| Spring-first grade/ spring-third grade/ spring-fifth grade longitudinal | C456CW0 | CHILDID | C456CW1-C456CW90 | JK2 | WR | C456CSTR-C456CPSU | |
| | C456PW0 | CHILDID | C456PW1-C456PW90 | JK2 | WR | C456PSTR-C456PPSU | 2.045 |
| Fall-kindergarten/ spring-kindergarten/ spring-first grade/ spring-third grade/ spring-fifth grade longitudinal | C2_6FC0 | CHILDID | C2_6FC1-C2_6FC90 | JK2 | WR | C26FCSTR-C26FCPSU | |
| | C2_6FP0 | CHILDID | C2_6FP1-C2_6FP90 | JK2 | WR | C26FPSTR-C26FPPSU | 2.018 |
| Fall-kindergarten/ spring-kindergarten/ spring-first grade/ spring-third grade/ spring-fifth grade longitudinal | C1_6FC0 | CHILDID | C1_6FC1-C1_6FC90 | JK2 | WR | C16FCSTR-C16FCPSU | |
| | C1_6FP0 | CHILDID | C1_6FP1-C1_6FP90 | JK2 | WR | C16FPSTR-C16FPPSU | 2.028 |
| All six rounds longitudinal | C1_6SC0 | CHILDID | C1_6SC1-C1_6SC40 | JK2 | WR | C16SCSTR-C16SCPSU | |
| | C1_6SP0 | CHILDID | C1_6SP1-C1_6SP40 | JK2 | WR | C16SPSTR-C16SPPSU | 1.787 |

[1]WR = with replacement, specified only if using SUDAAN. WR is the only option available if using SAS, Stata, SPSS, or AM.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

For the replication method using WesVar or AM, the full sample weight, the replicate weights, and the method of replication are required parameters. Variance estimation using the ECLS-K data should be done using the paired jackknife method (JK2). As an example, to compute the mean difference in reading scores between spring-third and spring-fifth grade and their standard errors, users need to specify C56CW0 as the full sample weight, C56CW1 to C56CW90 as the replicate weights, and JK2 as the method of replication.

For the Taylor Series method using SUDAAN, SAS, Stata, SPSS, or AM the full sample weight, the sample design, the nesting stratum, and PSU variables are required. For the same example cited earlier, the full sample weight (C56CW0), the stratum variable (C56CSTR), and the PSU variable (C56CPSU) must be specified. The "with replacement" sample design option, WR, must also be specified if using SUDAAN.

### 9.3.5 Design Effects

An important analytic device compares the statistical efficiency of survey estimates with what would have been obtained in a hypothetical and usually impractical simple random sample (SRS) of the same size. For a discussion of design effects and their use, see section 4.9. In this section, design effects are presented for selected illustrative estimates produced using longitudinal weights. The tables that follow show estimates, standard errors, and design effects for selected means and proportions based on the ECLS-K child and parent data. For each survey item, the tables present the number of cases, the estimate, the standard error taking into account the actual sample design (Design SE), the standard error assuming SRS (SRS SE), the root design effect (DEFT), and the design effect (DEFF). Standard errors (Design SE) were produced using JK2.

Standard errors and design effects are presented in tables 9-3 to 9-7. Data items are from the direct child assessment, the parent interview, and the child-level teacher questionnaires. Full sample weights were used to compute the estimates; then the corresponding replicate weights were used to compute standard errors and design effects.

Table 9-3. ECLS-K, spring-third grade/spring-fifth grade panel: standard errors and design effects using C56CW0-C56CW90 and C56PW0-C56PW90, by selected child and parent variables: School years 2001–02 and 2003–04

| Survey item | Variable name | Number of cases | Estimate | Design SE[1] | SRS SE[2] | DEFT[3] | DEFF[4] |
|---|---|---|---|---|---|---|---|
| **Difference between spring-third grade and spring-fifth grade scores (mean)** | | | | | | | |
| Reading scale score | C6R3RSCL-C5R3RSCL | 10,974 | 20.95 | 0.228 | 0.122 | 1.868 | 3.490 |
| Mathematics scale score | C6R3MSCL-C5R3MSCL | 11,036 | 20.77 | 0.254 | 0.104 | 2.443 | 5.966 |
| Science scale score | C6R1SSCL-C5R1SSCL | 11,024 | 12.73 | 0.172 | 0.075 | 2.295 | 5.269 |
| Self-described : Externalizing problems | C6SDQEXT-C5SDQEXT | 11,043 | -0.14 | 0.013 | 0.007 | 1.861 | 3.465 |
| Self-described : Internalizing problems | C6SDQINT-C5SDQINT | 11,043 | -0.16 | 0.014 | 0.007 | 2.012 | 4.050 |
| Self-described : Competence in math | C6SDQMTC-C5SDQMTC | 11,043 | -0.23 | 0.015 | 0.008 | 1.793 | 3.216 |
| Self-described : Competence in peer relation | C6SDQPRC-C5SDQPRC | 11,042 | -0.04 | 0.012 | 0.006 | 1.871 | 3.502 |
| Self-described : Competence in reading | C6SDQRDC-C5SDQRDC | 11,043 | -0.26 | 0.015 | 0.007 | 2.108 | 4.443 |
| Self-described : Competence in all subjects | C6SDQSBC-C5SDQSBC | 11,043 | -0.21 | 0.013 | 0.007 | 1.893 | 3.582 |
| Approaches to learning-Teacher | T6LEARN-T5LEARN | 9,106 | 0.04 | 0.013 | 0.007 | 1.941 | 3.769 |
| Self-control-Teacher | T6CONTRO-T5CONTRO | 8,944 | 0.05 | 0.014 | 0.007 | 1.965 | 3.862 |
| Interpersonal-Teacher | T6INTERP-T5INTERP | 8,818 | 0.00 | 0.014 | 0.007 | 1.881 | 3.540 |
| Externalizing problems-Teacher | T6EXTERN-T5EXTERN | 9,031 | -0.07 | 0.012 | 0.006 | 1.972 | 3.889 |
| Internalizing problems-Teacher | T6INTERN-T5INTERN | 8,877 | -0.01 | 0.016 | 0.007 | 2.277 | 5.187 |
| **Other differences** | | | | | | | |
| Child's Body Mass Index (BMI) | C6BMI-C5BMI | 10,591 | 1.97 | 0.045 | 0.021 | 2.136 | 4.564 |
| Child's height | C6HEIGHT-C5HEIGHT | 10,621 | 4.57 | 0.035 | 0.015 | 2.303 | 5.304 |
| Child's weight | C6WEIGHT-C5WEIGHT | 10,635 | 23.13 | 0.262 | 0.117 | 2.247 | 5.047 |
| Household size | P6HTOTAL-P5HTOTAL | 10,079 | -0.01 | 0.014 | 0.008 | 1.702 | 2.897 |
| Number of hours watched TV after dinner | P6TVAFDH-P5TVAFDH | 9,890 | 0.21 | 0.017 | 0.010 | 1.702 | 2.896 |
| **Child and parent characteristics from parent interview (percent)** | | | | | | | |
| Lived in single parent family | P6HFAMIL | 10,079 | 26.66 | 0.853 | 0.440 | 1.937 | 3.752 |
| Lived in two-parent family | P6HFAMIL | 10,079 | 70.72 | 0.942 | 0.454 | 2.077 | 4.316 |
| Mom worked 35 hours+/week | P6HMEMP | 7,539 | 67.00 | 0.919 | 0.542 | 1.697 | 2.881 |
| Primary care is center-based | P6PRIMNW | 3,238 | 29.52 | 1.400 | 0.802 | 1.746 | 3.049 |
| Primary care is home-based | P6PRIMNW | 3,238 | 70.48 | 1.400 | 0.802 | 1.746 | 3.049 |
| Parents had high school or less | W5PARED | 10,079 | 31.83 | 0.793 | 0.464 | 1.710 | 2.923 |
| Household income category below median | W5INCCAT | 10,079 | 47.47 | 1.073 | 0.497 | 2.157 | 4.652 |
| Parent attended PTA | P6ATTENP | 10,064 | 40.25 | 1.280 | 0.489 | 2.618 | 6.852 |
| Visited library | P6LIBRAR | 10,057 | 49.25 | 1.085 | 0.499 | 2.176 | 4.734 |
| Used computer 1-2 times per week | P6HOMECM | | | | | | |
| | P6COMPWK | 8,634 | 34.78 | 0.983 | 0.513 | 1.917 | 3.676 |
| Had Internet access | P6HOMECM | | | | | | |
| | P6INTACC | 8,443 | 88.79 | 0.576 | 0.343 | 1.677 | 2.814 |
| Used computer 1-2 times/week for homework | P6HOMECM | | | | | | |
| | P6CMPEDU | 8,433 | 55.85 | 0.922 | 0.541 | 1.705 | 2.907 |
| Had family rule for TV | P6TVHOME | | | | | | |
| | P6TVRULE | 10,014 | 89.18 | 0.594 | 0.311 | 1.912 | 3.656 |
| Have someone help with reading homework | P6HELPR | 9,941 | 97.71 | 0.308 | 0.150 | 2.058 | 4.235 |
| Talked to child about day at school daily | P6OFTTLK | 10,048 | 82.96 | 0.642 | 0.375 | 1.711 | 2.929 |
| Talked to child about smoking 3+times/year | P6TLKSMK | 10,049 | 72.86 | 0.774 | 0.444 | 1.744 | 3.043 |
| Talked to child about alcohol 3+times/year | P6TLKALC | 10,048 | 65.34 | 0.884 | 0.475 | 1.862 | 3.466 |

See notes at end of table.

Table 9-3. ECLS-K, spring-third grade/spring-fifth grade panel: standard errors and design effects using C56CW0-C56CW90 and C56PW0-C56PW90, by selected child and parent variables: School years 2001–02 and 2003–04—Continued

| Survey item | Variable name | Number of cases | Estimate | Design SE[1] | SRS SE[2] | DEFT[3] | DEFF[4] |
|---|---|---|---|---|---|---|---|
| **Child and parent characteristics from parent interview (percent)—Continued** | | | | | | | |
| Took away privilege when child angry | P6HITPRV | 9,950 | 69.14 | 1.187 | 0.463 | 2.564 | 6.574 |
| Self-reported in very good health | P6HEALTH | 9,840 | 87.48 | 0.748 | 0.334 | 2.242 | 5.025 |
| HH received food stamps in last 12 months | P6FSTAMP | 10,012 | 15.47 | 0.806 | 0.361 | 2.231 | 4.977 |
| **Child characteristics from teacher questionnaire (percent)** | | | | | | | |
| Child was in fifth grade | T6GLVL | 11,136 | 85.55 | 0.966 | 0.333 | 2.898 | 8.400 |
| Participated fully in grade-level assessment | G6ASSMT | 10,228 | 86.49 | 0.942 | 0.338 | 2.786 | 7.763 |
| Parents attended regular conferences | G6REGCON | 10,109 | 84.07 | 0.758 | 0.364 | 2.082 | 4.336 |
| Child usually worked best ability in reading | G6ABIL | 10,587 | 56.84 | 1.008 | 0.481 | 2.094 | 4.385 |
| Child was average in language skills | G6RTLANG | 10,576 | 71.49 | 0.895 | 0.439 | 2.039 | 4.159 |
| Child was in reading class entire school year | G6LNGTM | 10,590 | 82.95 | 0.800 | 0.365 | 2.189 | 4.793 |
| **Child characteristics (mean)** | | | | | | | |
| Age of child in months | R6AGE | 11,078 | 134.81 | 0.113 | 0.045 | 2.508 | 6.289 |
| Child's BMI | C6BMI | 10,876 | 20.65 | 0.079 | 0.045 | 1.748 | 3.056 |
| Child's household size | P6HTOTAL | 10,079 | 4.55 | 0.027 | 0.014 | 1.907 | 3.637 |
| Number of children <18 in child's HH | P6LESS18 | 10,079 | 2.51 | 0.026 | 0.012 | 2.144 | 4.596 |
| Number of siblings in HH | P6NUMSIB | 10,079 | 1.56 | 0.021 | 0.011 | 1.868 | 3.490 |
| Number of hours watched TV after dinner | P6TVAFDH | 10,002 | 1.10 | 0.016 | 0.009 | 1.850 | 3.423 |
| | | | | | | | |
| Median | | | | | | 1.965 | 3.862 |
| Mean | | | | | | 2.037 | 4.231 |
| Standard deviation | | | | | | 0.290 | 1.271 |
| Coefficient of variation | | | | | | 0.142 | 0.300 |
| Minimum | | | | | | 1.677 | 2.814 |
| Maximum | | | | | | 2.898 | 8.400 |

[1] Design SE is the standard error under the ECLS-K sample design. For an explanation of this statistic, see section 4.9.
[2] SRS SE is the standard error assuming simple random sample. For an explanation of this statistic, see section 4.9.
[3] DEFT is the root design effect. For an explanation of DEFT, see section 4.9.
[4] DEFF is the design effect. For an explanation of DEFF, see section 4.9.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2002 and spring 2004.

Table 9-4. ECLS-K, spring-first grade/spring-third grade/spring-fifth grade panel: standard errors and design effects using C456CW0-C456CW90 and C456PW0-C456PW90, by selected child and parent variables: School years 1999–2000, 2001–02, and 2003–04

| Survey item | Variable name | Number of cases | Estimate | Design SE[1] | SRS SE[2] | DEFT[3] | DEFF[4] |
|---|---|---|---|---|---|---|---|
| **Difference between spring-third grade and spring-fifth grade scores (mean)** | | | | | | | |
| Reading scale score | C6R3RSCL-C5R3RSCL | 10,702 | 20.88 | 0.232 | 0.124 | 1.868 | 3.489 |
| Mathematics scale score | C6R3MSCL-C5R3MSCL | 10,764 | 20.79 | 0.263 | 0.105 | 2.504 | 6.270 |
| Science scale score | C6R1SSCL-C5R1SSCL | 10,754 | 12.70 | 0.165 | 0.076 | 2.181 | 4.755 |
| Self-described : Externalizing problems | C6SDQEXT-C5SDQEXT | 10,769 | -0.13 | 0.013 | 0.007 | 1.960 | 3.841 |
| Self-described : Internalizing problems | C6SDQINT-C5SDQINT | 10,769 | -0.15 | 0.015 | 0.007 | 2.153 | 4.634 |
| Self-described : Competence in math | C6SDQMTC-C5SDQMTC | 10,769 | -0.23 | 0.015 | 0.008 | 1.780 | 3.170 |
| Self-described : Competence in peer relation | C6SDQPRC-C5SDQPRC | 10,768 | -0.04 | 0.013 | 0.007 | 1.961 | 3.844 |
| Self-described : Competence in reading | C6SDQRDC-C5SDQRDC | 10,769 | -0.27 | 0.015 | 0.007 | 2.113 | 4.465 |
| Self-described : Competence in all subjects | C6SDQSBC-C5SDQSBC | 10,769 | -0.21 | 0.013 | 0.007 | 1.827 | 3.338 |
| Approaches to learning-Teacher | T6LEARN-T5LEARN | 8,917 | 0.04 | 0.014 | 0.007 | 2.044 | 4.178 |
| Self-control-Teacher | T6CONTRO-T5CONTRO | 8,763 | 0.04 | 0.014 | 0.007 | 2.013 | 4.054 |
| Interpersonal-Teacher | T6INTERP-T5INTERP | 8,646 | -0.01 | 0.015 | 0.008 | 1.942 | 3.772 |
| Externalizing problems-Teacher | T6EXTERN-T5EXTERN | 8,845 | -0.07 | 0.011 | 0.006 | 1.771 | 3.136 |
| Internalizing problems-Teacher | T6INTERN-T5INTERN | 8,700 | -0.01 | 0.016 | 0.007 | 2.310 | 5.337 |
| **Difference between spring-first grade and spring-third grade scores (mean)** | | | | | | | |
| Reading scale score | C6R3RSCL-C4R3RSCL | 10,555 | 66.55 | 0.381 | 0.173 | 2.207 | 4.871 |
| Mathematics scale score | C6R3MSCL-C4R3MSCL | 10,763 | 54.50 | 0.394 | 0.144 | 2.730 | 7.455 |
| Approaches to learning-Teacher | T6LEARN-T4LEARN | 9,571 | 0.00 | 0.015 | 0.007 | 2.061 | 4.247 |
| Self-control-Teacher | T6CONTRO-T4CONTRO | 9,415 | 0.03 | 0.014 | 0.007 | 1.995 | 3.981 |
| Interpersonal-Teacher | T6INTERP-T4INTERP | 9,309 | -0.07 | 0.015 | 0.008 | 1.936 | 3.749 |
| Externalizing problems-Teacher | T6EXTERN-T4EXTERN | 9,465 | 0.03 | 0.014 | 0.007 | 2.136 | 4.563 |
| Internalizing problems-Teacher | T6INTERN-T4INTERN | 9,327 | 0.08 | 0.016 | 0.007 | 2.336 | 5.456 |
| **Other differences** | | | | | | | |
| Child's Body Mass Index (BMI) | C6BMI-C5BMI | 10,345 | 1.98 | 0.043 | 0.021 | 2.014 | 4.057 |
| Child's height | C6HEIGHT-C5HEIGHT | 10,374 | 4.57 | 0.036 | 0.015 | 2.332 | 5.440 |
| Child's weight | C6WEIGHT-C5WEIGHT | 10,387 | 23.14 | 0.235 | 0.118 | 1.987 | 3.948 |
| Household size | P6HTOTAL-P5HTOTAL | 9,568 | -0.03 | 0.014 | 0.009 | 1.624 | 2.636 |
| Number of hours watched TV after dinner | P6TVAFDH-P5TVAFDH | 9,403 | 0.23 | 0.017 | 0.010 | 1.631 | 2.659 |
| **Child and parent characteristics from parent interview (percent)** | | | | | | | |
| Lived in single parent family | P6HFAMIL | 9,568 | 28.30 | 0.845 | 0.461 | 1.834 | 3.364 |
| Lived in two-parent family | P6HFAMIL | 9,568 | 69.02 | 0.885 | 0.473 | 1.872 | 3.505 |
| Mom worked 35 hours+/week | P6HMEMP | 7,190 | 67.47 | 0.982 | 0.553 | 1.777 | 3.159 |
| Primary care is center-based | P6PRIMNW | 3,045 | 29.81 | 1.354 | 0.829 | 1.633 | 2.667 |
| Primary care is home-based | P6PRIMNW | 3,045 | 70.19 | 1.354 | 0.829 | 1.633 | 2.667 |
| Parents had high school or less | W5PARED | 9,568 | 31.06 | 0.835 | 0.473 | 1.765 | 3.116 |
| Household income category below median | W5INCCAT | 9,568 | 47.79 | 1.045 | 0.511 | 2.046 | 4.187 |
| Parent attended PTA | P6ATTENP | 9,555 | 40.71 | 1.245 | 0.503 | 2.476 | 6.132 |
| Visited library | P6LIBRAR | 9,546 | 49.17 | 1.105 | 0.511 | 2.161 | 4.668 |
| Used computer 1-2 times per week | P6HOMECM | | | | | | |
| | P6COMPWK | 8,255 | 35.12 | 1.021 | 0.525 | 1.944 | 3.780 |
| Had Internet access | P6HOMECM | | | | | | |
| | P6INTACC | 8,073 | 88.56 | 0.614 | 0.354 | 1.734 | 3.007 |

See notes at end of table.

Table 9-4. ECLS-K, spring-first grade/spring-third grade/spring-fifth grade panel: standard errors and design effects using C456CW0-C456CW90 and C456PW0-C456PW90, by selected child and parent variables: School years 1999–2000, 2001–02, and 2003–04—Continued

| Survey item | Variable name | Number of cases | Estimate | Design SE[1] | SRS SE[2] | DEFT[3] | DEFF[4] |
|---|---|---|---|---|---|---|---|
| **Child and parent characteristics from parent interview (percent)—Continued** | | | | | | | |
| Used computer 1-2 times/week for homework | P6HOMECM | | | | | | |
| | P6CMPEDU | 8,063 | 55.64 | 0.967 | 0.554 | 1.747 | 3.052 |
| Had family rule for TV | P6TVHOME | | | | | | |
| | P6TVRULE | 9,508 | 89.21 | 0.603 | 0.318 | 1.894 | 3.589 |
| Have someone help with reading homework | P6HELPR | 9,437 | 97.70 | 0.390 | 0.154 | 2.528 | 6.389 |
| Talked to child about day at school daily | P6OFTTLK | 9,538 | 82.69 | 0.626 | 0.387 | 1.616 | 2.613 |
| Talked to child about smoking 3+times/year | P6TLKSMK | 9,539 | 73.80 | 0.754 | 0.450 | 1.675 | 2.806 |
| Talked to child about alcohol 3+times/year | P6TLKALC | 9,538 | 65.70 | 0.874 | 0.486 | 1.797 | 3.231 |
| Took away privilege when child angry | P6HITPRV | 9,451 | 69.04 | 1.306 | 0.475 | 2.747 | 7.544 |
| Self-reported in very good health | P6HEALTH | 9,355 | 87.75 | 0.744 | 0.339 | 2.196 | 4.822 |
| HH received food stamps in last 12 months | P6FSTAMP | 9,505 | 15.12 | 0.867 | 0.368 | 2.358 | 5.561 |
| **Child characteristics from teacher questionnaire (percent)** | | | | | | | |
| Child was in fifth grade | T6GLVL | 10,852 | 85.65 | 1.041 | 0.337 | 3.092 | 9.560 |
| Participated fully in grade-level assessment | G6ASSMT | 9,972 | 86.63 | 0.962 | 0.341 | 2.821 | 7.960 |
| Parents attended regular conferences | G6REGCON | 9,862 | 85.00 | 0.720 | 0.359 | 2.003 | 4.011 |
| Child usually worked best ability in reading | G6ABIL | 10,322 | 56.59 | 0.985 | 0.488 | 2.020 | 4.079 |
| Child was average in language skills | G6RTLANG | 10,310 | 72.16 | 0.853 | 0.441 | 1.933 | 3.737 |
| Child was in reading class entire school year | G6LNGTM | 10,325 | 82.64 | 0.845 | 0.373 | 2.268 | 5.145 |
| **Child characteristics (mean)** | | | | | | | |
| Age of child in months | R6AGE | 10,801 | 134.81 | 0.109 | 0.046 | 2.385 | 5.690 |
| Child's BMI | C6BMI | 10,609 | 20.67 | 0.074 | 0.046 | 1.622 | 2.631 |
| Child's household size | P6HTOTAL | 9,568 | 4.51 | 0.025 | 0.014 | 1.797 | 3.231 |
| Number of children <18 in child's HH | P6LESS18 | 9,568 | 2.47 | 0.025 | 0.012 | 2.098 | 4.403 |
| Number of siblings in HH | P6NUMSIB | 9,568 | 1.55 | 0.022 | 0.011 | 1.935 | 3.743 |
| Number of hours watched TV after dinner | P6TVAFDH | 9,496 | 1.11 | 0.016 | 0.009 | 1.771 | 3.136 |
| | | | | | | | |
| Median | | | | | | 1.991 | 3.965 |
| Mean | | | | | | 2.045 | 4.285 |
| Standard deviation | | | | | | 0.325 | 1.446 |
| Coefficient of variation | | | | | | 0.159 | 0.337 |
| Minimum | | | | | | 1.616 | 2.613 |
| Maximum | | | | | | 3.092 | 9.560 |

[1] Design SE is the standard error under the ECLS-K sample design. For an explanation of this statistic, see section 4.9.
[2] SRS SE is the standard error assuming simple random sample. For an explanation of this statistic, see section 4.9.
[3] DEFT is the root design effect. For an explanation of DEFT, see section 4.9.
[4] DEFF is the design effect. For an explanation of DEFF, see section 4.9.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 1999, spring 2000, spring 2002, and spring 2004.

Table 9-5. ECLS-K, spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade panel: standard errors and design effects using C2_6FC0-C2_6FC90 and C2_6FP0-C2_6FP90, by selected child and parent variables: School years 1998–99, 1999–2000, 2001–02 and 2003–04

| Survey item | Variable name | Number of cases | Estimate | Design SE[1] | SRS SE[2] | DEFT[3] | DEFF[4] |
|---|---|---|---|---|---|---|---|
| **Difference between spring-third grade and spring-fifth grade scores (mean)** | | | | | | | |
| Reading scale score | C6R3RSCL-C5R3RSCL | 10,530 | 20.83 | 0.239 | 0.125 | 1.918 | 3.678 |
| Mathematics scale score | C6R3MSCL-C5R3MSCL | 10,588 | 20.84 | 0.246 | 0.106 | 2.317 | 5.370 |
| Science scale score | C6R1SSCL-C5R1SSCL | 10,578 | 12.68 | 0.166 | 0.076 | 2.190 | 4.795 |
| Self-described : Externalizing problems | C6SDQEXT-C5SDQEXT | 10,593 | -0.13 | 0.013 | 0.007 | 1.937 | 3.752 |
| Self-described : Internalizing problems | C6SDQINT-C5SDQINT | 10,593 | -0.15 | 0.015 | 0.007 | 2.123 | 4.509 |
| Self-described : Competence in math | C6SDQMTC-C5SDQMTC | 10,593 | -0.22 | 0.015 | 0.008 | 1.817 | 3.301 |
| Self-described : Competence in peer relation | C6SDQPRC-C5SDQPRC | 10,592 | -0.04 | 0.014 | 0.007 | 2.092 | 4.375 |
| Self-described : Competence in reading | C6SDQRDC-C5SDQRDC | 10,593 | -0.27 | 0.016 | 0.007 | 2.143 | 4.594 |
| Self-described : Competence in all subjects | C6SDQSBC-C5SDQSBC | 10,593 | -0.21 | 0.013 | 0.007 | 1.896 | 3.596 |
| Approaches to learning-Teacher | T6LEARN-T5LEARN | 8,792 | 0.03 | 0.015 | 0.007 | 2.136 | 4.564 |
| Self-control-Teacher | T6CONTRO-T5CONTRO | 8,641 | 0.04 | 0.014 | 0.007 | 2.032 | 4.131 |
| Interpersonal-Teacher | T6INTERP-T5INTERP | 8,524 | -0.01 | 0.015 | 0.008 | 1.953 | 3.815 |
| Externalizing problems-Teacher | T6EXTERN-T5EXTERN | 8,718 | -0.07 | 0.011 | 0.006 | 1.739 | 3.024 |
| Internalizing problems-Teacher | T6INTERN-T5INTERN | 8,577 | -0.01 | 0.015 | 0.007 | 2.202 | 4.847 |
| **Difference between spring-first grade and spring-third grade scores (mean)** | | | | | | | |
| Reading scale score | C6R3RSCL-C4R3RSCL | 10,394 | 66.49 | 0.395 | 0.174 | 2.275 | 5.177 |
| Mathematics scale score | C6R3MSCL-C4R3MSCL | 10,589 | 54.51 | 0.394 | 0.144 | 2.733 | 7.472 |
| Approaches to learning-Teacher | T6LEARN-T4LEARN | 9,440 | 0.00 | 0.016 | 0.008 | 2.110 | 4.454 |
| Self-control-Teacher | T6CONTRO-T4CONTRO | 9,288 | 0.03 | 0.014 | 0.007 | 1.979 | 3.915 |
| Interpersonal-Teacher | T6INTERP-T4INTERP | 9,182 | -0.07 | 0.015 | 0.008 | 1.987 | 3.948 |
| Externalizing problems-Teacher | T6EXTERN-T4EXTERN | 9,333 | 0.03 | 0.014 | 0.007 | 2.151 | 4.628 |
| Internalizing problems-Teacher | T6INTERN-T4INTERN | 9,200 | 0.08 | 0.016 | 0.007 | 2.301 | 5.296 |
| **Other differences** | | | | | | | |
| Child's Body Mass Index (BMI) | C6BMI-C5BMI | 10,179 | 1.99 | 0.040 | 0.021 | 1.890 | 3.572 |
| Child's height | C6HEIGHT-C5HEIGHT | 10,208 | 4.59 | 0.030 | 0.015 | 2.004 | 4.017 |
| Child's weight | C6WEIGHT-C5WEIGHT | 10,220 | 23.21 | 0.223 | 0.120 | 1.865 | 3.480 |
| Household size | P6HTOTAL-P5HTOTAL | 9,267 | -0.03 | 0.014 | 0.009 | 1.636 | 2.676 |
| Number of hours watched TV after dinner | P6TVAFDH-P5TVAFDH | 9,120 | 0.22 | 0.017 | 0.010 | 1.681 | 2.825 |
| **Child and parent characteristics from parent interview (percent)** | | | | | | | |
| Lived in single parent family | P6HFAMIL | 9,267 | 27.70 | 0.850 | 0.465 | 1.829 | 3.347 |
| Lived in two-parent family | P6HFAMIL | 9,267 | 69.66 | 0.892 | 0.478 | 1.868 | 3.489 |
| Mom worked 35 hours+/week | P6HMEMP | 6,993 | 66.95 | 1.060 | 0.562 | 1.885 | 3.553 |
| Primary care is center-based | P6PRIMNW | 2,936 | 30.42 | 1.460 | 0.849 | 1.719 | 2.955 |
| Primary care is home-based | P6PRIMNW | 2,936 | 69.58 | 1.460 | 0.849 | 1.719 | 2.955 |
| Parents had high school or less | W5PARED | 9,267 | 30.65 | 0.810 | 0.479 | 1.692 | 2.863 |
| Household income category below median | W5INCCAT | 9,267 | 47.19 | 1.062 | 0.519 | 2.048 | 4.193 |
| Parent attended PTA | P6ATTENP | 9,255 | 40.69 | 1.265 | 0.511 | 2.476 | 6.133 |
| Visited library | P6LIBRAR | 9,246 | 49.02 | 0.979 | 0.520 | 1.883 | 3.544 |
| Used computer 1-2 times per week | P6HOMECM P6COMPWK | 8,032 | 34.89 | 0.926 | 0.532 | 1.741 | 3.030 |

See notes at end of table.

Table 9-5. ECLS-K, spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade panel: standard errors and design effects using C2_6FC0-C2_6FC90 and C2_6FP0-C2_6FP90, by selected child and parent variables: School years 1998–99, 1999–2000, 2001–02 and 2003–04—Continued

| Survey item | Variable name | Number of cases | Estimate | Design SE[1] | SRS SE[2] | DEFT[3] | DEFF[4] |
|---|---|---|---|---|---|---|---|
| **Child and parent characteristics from parent interview (percent)—Continued** | | | | | | | |
| Had Internet access | P6HOMECM | | | | | | |
| | P6INTACC | 7,858 | 88.54 | 0.614 | 0.359 | 1.710 | 2.923 |
| Used computer 1-2 times/week for homework | P6HOMECM | | | | | | |
| | P6CMPEDU | 7,849 | 55.60 | 0.940 | 0.561 | 1.677 | 2.812 |
| Had family rule for TV | P6TVHOME | | | | | | |
| | P6TVRULE | 9,210 | 89.55 | 0.601 | 0.319 | 1.885 | 3.553 |
| Have someone help with reading homework | P6HELPR | 9,142 | 97.86 | 0.363 | 0.151 | 2.398 | 5.750 |
| Talked to child about day at school daily | P6OFTTLK | 9,237 | 82.75 | 0.636 | 0.393 | 1.618 | 2.618 |
| Talked to child about smoking 3+times/year | P6TLKSMK | 9,239 | 73.84 | 0.824 | 0.457 | 1.802 | 3.249 |
| Talked to child about alcohol 3+times/year | P6TLKALC | 9,238 | 65.62 | 0.940 | 0.494 | 1.903 | 3.621 |
| Took away privilege when child angry | P6HITPRV | 9,156 | 69.66 | 1.333 | 0.480 | 2.775 | 7.699 |
| Self-reported in very good health | P6HEALTH | 9,074 | 88.16 | 0.650 | 0.339 | 1.918 | 3.677 |
| HH received food stamps in last 12 months | P6FSTAMP | 9,209 | 14.79 | 0.842 | 0.370 | 2.276 | 5.182 |
| **Child characteristics from teacher questionnaire (percent)** | | | | | | | |
| Child was in fifth grade | T6GLVL | 10,673 | 85.80 | 1.061 | 0.338 | 3.142 | 9.871 |
| Participated fully in grade-level assessment | G6ASSMT | 9,804 | 86.14 | 0.993 | 0.349 | 2.844 | 8.090 |
| Parents attended regular conferences | G6REGCON | 9,699 | 85.32 | 0.693 | 0.359 | 1.929 | 3.721 |
| Child usually worked best ability in reading | G6ABIL | 10,151 | 56.73 | 0.991 | 0.492 | 2.015 | 4.060 |
| Child was average in language skills | G6RTLANG | 10,138 | 72.92 | 0.831 | 0.441 | 1.883 | 3.546 |
| Child was in reading class entire school year | G6LNGTM | 10,154 | 82.38 | 0.858 | 0.378 | 2.270 | 5.155 |
| **Child characteristics (mean)** | | | | | | | |
| Age of child in months | R6AGE | 10,625 | 134.63 | 0.084 | 0.043 | 1.955 | 3.823 |
| Child's BMI | C6BMI | 10,438 | 20.66 | 0.076 | 0.046 | 1.651 | 2.725 |
| Child's household size | P6HTOTAL | 9,267 | 4.50 | 0.024 | 0.014 | 1.730 | 2.992 |
| Number of children <18 in child's HH | P6LESS18 | 9,267 | 2.47 | 0.025 | 0.012 | 2.047 | 4.189 |
| Number of siblings in HH | P6NUMSIB | 9,267 | 1.54 | 0.021 | 0.012 | 1.804 | 3.255 |
| Number of hours watched TV after dinner | P6TVAFDH | 9,199 | 1.09 | 0.016 | 0.009 | 1.834 | 3.362 |
| | | | | | | | |
| Median | | | | | | 1.933 | 3.737 |
| Mean | | | | | | 2.018 | 4.168 |
| Standard deviation | | | | | | 0.313 | 1.414 |
| Coefficient of variation | | | | | | 0.155 | 0.339 |
| Minimum | | | | | | 1.618 | 2.618 |
| Maximum | | | | | | 3.142 | 9.871 |

[1] Design SE is the standard error under the ECLS-K sample design. For an explanation of this statistic, see section 4.9.
[2] SRS SE is the standard error assuming simple random sample. For an explanation of this statistic, see section 4.9.
[3] DEFT is the root design effect. For an explanation of DEFT, see section 4.9.
[4] DEFF is the design effect. For an explanation of DEFF, see section 4.9.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 1998, spring 1999, fall 1999, spring 2000, spring 2002, and spring 2004.

Table 9-6. ECLS-K, fall-kindergarten/spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade panel: standard errors and design effects using C1_6FC0-C1_6FC90 and C1_6FP0-C1_6FP90, by selected child and parent variables: School years 1998–99, 1999–2000, 2001–02, and 2003–04

| Survey item | Variable name | Number of cases | Estimate | Design SE[1] | SRS SE[2] | DEFT[3] | DEFF[4] |
|---|---|---|---|---|---|---|---|
| **Difference between spring-third grade and spring-fifth grade scores (mean)** | | | | | | | |
| Reading scale score | C6R3RSCL-C5R3RSCL | 9,666 | 20.88 | 0.261 | 0.131 | 1.999 | 3.998 |
| Mathematics scale score | C6R3MSCL-C5R3MSCL | 9,720 | 20.86 | 0.274 | 0.111 | 2.459 | 6.046 |
| Science scale score | C6R1SSCL-C5R1SSCL | 9,711 | 12.72 | 0.172 | 0.079 | 2.185 | 4.776 |
| Self-described : Externalizing problems | C6SDQEXT-C5SDQEXT | 9,724 | -0.13 | 0.014 | 0.007 | 1.945 | 3.784 |
| Self-described : Internalizing problems | C6SDQINT-C5SDQINT | 9,724 | -0.15 | 0.015 | 0.007 | 2.080 | 4.325 |
| Self-described : Competence in math | C6SDQMTC-C5SDQMTC | 9,724 | -0.23 | 0.015 | 0.009 | 1.735 | 3.010 |
| Self-described : Competence in peer relation | C6SDQPRC-C5SDQPRC | 9,723 | -0.03 | 0.015 | 0.007 | 2.040 | 4.162 |
| Self-described : Competence in reading | C6SDQRDC-C5SDQRDC | 9,724 | -0.27 | 0.017 | 0.008 | 2.169 | 4.705 |
| Self-described : Competence in all subjects | C6SDQSBC-C5SDQSBC | 9,724 | -0.21 | 0.014 | 0.007 | 1.956 | 3.826 |
| Approaches to learning-Teacher | T6LEARN-T5LEARN | 8,021 | 0.03 | 0.015 | 0.007 | 2.127 | 4.525 |
| Self-control-Teacher | T6CONTRO-T5CONTRO | 7,880 | 0.04 | 0.015 | 0.007 | 2.060 | 4.245 |
| Interpersonal-Teacher | T6INTERP-T5INTERP | 7,773 | -0.01 | 0.016 | 0.008 | 1.951 | 3.808 |
| Externalizing problems-Teacher | T6EXTERN-T5EXTERN | 7,949 | -0.06 | 0.011 | 0.006 | 1.712 | 2.931 |
| Internalizing problems-Teacher | T6INTERN-T5INTERN | 7,816 | -0.01 | 0.016 | 0.007 | 2.236 | 5.000 |
| **Difference between spring-first grade and spring-third grade scores (mean)** | | | | | | | |
| Reading scale score | C6R3RSCL-C4R3RSCL | 9,546 | 66.71 | 0.410 | 0.180 | 2.281 | 5.201 |
| Mathematics scale score | C6R3MSCL-C4R3MSCL | 9,717 | 54.69 | 0.361 | 0.150 | 2.411 | 5.812 |
| Approaches to learning-Teacher | T6LEARN-T4LEARN | 8,663 | -0.01 | 0.016 | 0.008 | 2.075 | 4.307 |
| Self-control-Teacher | T6CONTRO-T4CONTRO | 8,530 | 0.03 | 0.015 | 0.007 | 2.001 | 4.004 |
| Interpersonal-Teacher | T6INTERP-T4INTERP | 8,426 | -0.07 | 0.015 | 0.008 | 1.928 | 3.719 |
| Externalizing problems-Teacher | T6EXTERN-T4EXTERN | 8,563 | 0.03 | 0.015 | 0.007 | 2.150 | 4.624 |
| Internalizing problems-Teacher | T6INTERN-T4INTERN | 8,436 | 0.07 | 0.016 | 0.007 | 2.268 | 5.142 |
| **Other differences** | | | | | | | |
| Child's Body Mass Index (BMI) | C6BMI-C5BMI | 9,343 | 1.99 | 0.042 | 0.022 | 1.928 | 3.718 |
| Child's height | C6HEIGHT-C5HEIGHT | 9,370 | 4.61 | 0.032 | 0.016 | 1.999 | 3.995 |
| Child's weight | C6WEIGHT-C5WEIGHT | 9,382 | 23.23 | 0.228 | 0.125 | 1.829 | 3.346 |
| Household size | P6HTOTAL-P5HTOTAL | 8,370 | -0.04 | 0.015 | 0.009 | 1.611 | 2.596 |
| Number of hours watched TV after dinner | P6TVAFDH-P5TVAFDH | 8,252 | 0.22 | 0.018 | 0.011 | 1.682 | 2.828 |
| **Child and parent characteristics from parent interview (percent)** | | | | | | | |
| Lived in single parent family | P6HFAMIL | 8,370 | 27.80 | 0.813 | 0.489 | 1.661 | 2.758 |
| Lived in two-parent family | P6HFAMIL | 8,370 | 69.53 | 0.875 | 0.503 | 1.739 | 3.024 |
| Mom worked 35 hours+/week | P6HMEMP | 6,323 | 66.99 | 1.109 | 0.591 | 1.875 | 3.517 |
| Primary care is center-based | P6PRIMNW | 2,640 | 31.32 | 1.519 | 0.903 | 1.683 | 2.833 |
| Primary care is home-based | P6PRIMNW | 2,640 | 68.68 | 1.519 | 0.903 | 1.683 | 2.833 |
| Parents had high school or less | W5PARED | 8,370 | 30.33 | 0.870 | 0.503 | 1.731 | 2.997 |
| Household income category below median | W5INCCAT | 8,370 | 47.29 | 1.089 | 0.546 | 1.996 | 3.985 |
| Parent attended PTA | P6ATTENP | 8,358 | 40.54 | 1.326 | 0.537 | 2.468 | 6.092 |
| Visited library | P6LIBRAR | 8,357 | 49.13 | 0.999 | 0.547 | 1.827 | 3.339 |
| Used computer 1-2 times per week | P6HOMECM P6COMPWK | 7,287 | 34.85 | 0.962 | 0.558 | 1.723 | 2.970 |

See notes at end of table.

Table 9-6. ECLS-K, fall-kindergarten/spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade panel: standard errors and design effects using C1_6FC0-C1_6FC90 and C1_6FP0-C1_6FP90, by selected child and parent variables: School years 1998–99, 1999–2000, 2001–02, and 2003–04—Continued

| Survey item | Variable name | Number of cases | Estimate | Design SE[1] | SRS SE[2] | DEFT[3] | DEFF[4] |
|---|---|---|---|---|---|---|---|
| **Child and parent characteristics from parent interview (percent)—Continued** | | | | | | | |
| Had Internet access | P6HOMECM | | | | | | |
| | P6INTACC | 7,137 | 88.74 | 0.657 | 0.374 | 1.755 | 3.080 |
| Used computer 1-2 times/week for homework | P6HOMECM | | | | | | |
| | P6CMPEDU | 7,129 | 55.67 | 1.046 | 0.588 | 1.778 | 3.160 |
| Had family rule for TV | P6TVHOME | | | | | | |
| | P6TVRULE | 8,330 | 89.72 | 0.647 | 0.333 | 1.944 | 3.778 |
| Have someone help with reading homework | P6HELPR | 8,258 | 97.90 | 0.430 | 0.158 | 2.725 | 7.423 |
| Talked to child about day at school daily | P6OFTTLK | 8,347 | 83.07 | 0.744 | 0.411 | 1.812 | 3.283 |
| Talked to child about smoking 3+times/year | P6TLKSMK | 8,349 | 73.87 | 0.882 | 0.481 | 1.834 | 3.363 |
| Talked to child about alcohol 3+times/year | P6TLKALC | 8,348 | 65.68 | 0.985 | 0.520 | 1.895 | 3.592 |
| Took away privilege when child angry | P6HITPRV | 8,280 | 69.44 | 1.416 | 0.506 | 2.796 | 7.819 |
| Self-reported in very good health | P6HEALTH | 8,212 | 88.55 | 0.711 | 0.351 | 2.023 | 4.091 |
| HH received food stamps in last 12 months | P6FSTAMP | 8,325 | 14.60 | 0.897 | 0.387 | 2.317 | 5.368 |
| **Child characteristics from teacher questionnaire (percent)** | | | | | | | |
| Child was in fifth grade | T6GLVL | 9,796 | 85.52 | 1.103 | 0.356 | 3.102 | 9.622 |
| Participated fully in grade-level assessment | G6ASSMT | 8,982 | 86.52 | 0.989 | 0.360 | 2.745 | 7.537 |
| Parents attended regular conferences | G6REGCON | 8,888 | 85.48 | 0.740 | 0.374 | 1.981 | 3.923 |
| Child usually worked best ability in reading | G6ABIL | 9,301 | 56.59 | 1.015 | 0.514 | 1.976 | 3.904 |
| Child was average in language skills | G6RTLANG | 9,290 | 72.97 | 0.882 | 0.461 | 1.914 | 3.665 |
| Child was in reading class entire school year | G6LNGTM | 9,305 | 82.89 | 0.926 | 0.391 | 2.371 | 5.624 |
| **Child characteristics (mean)** | | | | | | | |
| Age of child in months | R6AGE | 9,751 | 134.63 | 0.081 | 0.045 | 1.815 | 3.294 |
| Child's BMI | C6BMI | 9,585 | 20.61 | 0.082 | 0.048 | 1.709 | 2.919 |
| Child's household size | P6HTOTAL | 8,370 | 4.49 | 0.029 | 0.015 | 1.930 | 3.724 |
| Number of children <18 in child's HH | P6LESS18 | 8,370 | 2.47 | 0.027 | 0.013 | 2.141 | 4.582 |
| Number of siblings in HH | P6NUMSIB | 8,370 | 1.54 | 0.023 | 0.012 | 1.883 | 3.546 |
| Number of hours watched TV after dinner | P6TVAFDH | 8,322 | 1.09 | 0.018 | 0.009 | 1.946 | 3.787 |
| | | | | | | | |
| Median | | | | | | 1.954 | 3.817 |
| Mean | | | | | | 2.028 | 4.205 |
| Standard deviation | | | | | | 0.309 | 1.386 |
| Coefficient of variation | | | | | | 0.152 | 0.330 |
| Minimum | | | | | | 1.611 | 2.596 |
| Maximum | | | | | | 3.102 | 9.622 |

[1] Design SE is the standard error under the ECLS-K sample design. For an explanation of this statistic, see section 4.9.
[2] SRS SE is the standard error assuming simple random sample. For an explanation of this statistic, see section 4.9.
[3] DEFT is the root design effect. For an explanation of DEFT, see section 4.9.
[4] DEFF is the design effect. For an explanation of DEFF, see section 4.9.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 1998, spring 1999, fall 1999, spring 2000, spring 2002, and spring 2004.

Table 9-7. ECLS-K, panel of all six rounds: standard errors and design effects for the full sample using C1_6SC0-C1_6SC40 and C1_6SP0-C1_6SP40, by selected child and parent variables: School years 1998–99, 1999–2000, 2001–02, and 2003–04

| Survey item | Variable name | Number of cases | Estimate | Design SE[1] | SRS SE[2] | DEFT[3] | DEFF[4] |
|---|---|---|---|---|---|---|---|
| **Difference between spring-third grade and spring-fifth grade scores (mean)** | | | | | | | |
| Reading scale score | C6R3RSCL-C5R3RSCL | 2,968 | 21.03 | 0.471 | 0.239 | 1.972 | 3.890 |
| Mathematics scale score | C6R3MSCL-C5R3MSCL | 2,986 | 21.03 | 0.319 | 0.196 | 1.624 | 2.638 |
| Science scale score | C6R1SSCL-C5R1SSCL | 2,982 | 12.87 | 0.311 | 0.145 | 2.143 | 4.592 |
| Self-described : Externalizing problems | C6SDQEXT-C5SDQEXT | 2,986 | -0.10 | 0.026 | 0.012 | 2.092 | 4.378 |
| Self-described : Internalizing problems | C6SDQINT-C5SDQINT | 2,986 | -0.12 | 0.022 | 0.012 | 1.761 | 3.100 |
| Self-described : Competence in math | C6SDQMTC-C5SDQMTC | 2,986 | -0.24 | 0.024 | 0.016 | 1.504 | 2.261 |
| Self-described : Competence in peer relation | C6SDQPRC-C5SDQPRC | 2,986 | -0.08 | 0.027 | 0.014 | 1.982 | 3.930 |
| Self-described : Competence in reading | C6SDQRDC-C5SDQRDC | 2,986 | -0.27 | 0.027 | 0.014 | 1.971 | 3.885 |
| Self-described : Competence in all subjects | C6SDQSBC-C5SDQSBC | 2,986 | -0.21 | 0.026 | 0.013 | 1.939 | 3.759 |
| Approaches to learning-Teacher | T6LEARN-T5LEARN | 2,307 | 0.02 | 0.026 | 0.014 | 1.922 | 3.694 |
| Self-control-Teacher | T6CONTRO-T5CONTRO | 2,255 | 0.04 | 0.026 | 0.014 | 1.876 | 3.521 |
| Interpersonal-Teacher | T6INTERP-T5INTERP | 2,228 | -0.01 | 0.028 | 0.015 | 1.909 | 3.646 |
| Externalizing problems-Teacher | T6EXTERN-T5EXTERN | 2,292 | -0.06 | 0.020 | 0.012 | 1.677 | 2.812 |
| Internalizing problems-Teacher | T6INTERN-T5INTERN | 2,254 | 0.01 | 0.024 | 0.014 | 1.724 | 2.972 |
| **Difference between spring-first grade and spring-third grade scores (mean)** | | | | | | | |
| Reading scale score | C6R3RSCL-C4R3RSCL | 2,908 | 67.59 | 0.634 | 0.319 | 1.987 | 3.950 |
| Mathematics scale score | C6R3MSCL-C4R3MSCL | 2,974 | 54.91 | 0.673 | 0.264 | 2.550 | 6.503 |
| Approaches to learning-Teacher | T6LEARN-T4LEARN | 2,585 | -0.03 | 0.026 | 0.013 | 1.944 | 3.778 |
| Self-control-Teacher | T6CONTRO-T4CONTRO | 2,544 | 0.04 | 0.024 | 0.014 | 1.756 | 3.082 |
| Interpersonal-Teacher | T6INTERP-T4INTERP | 2,528 | -0.07 | 0.030 | 0.015 | 2.058 | 4.234 |
| Externalizing problems-Teacher | T6EXTERN-T4EXTERN | 2,559 | 0.03 | 0.020 | 0.012 | 1.665 | 2.772 |
| Internalizing problems-Teacher | T6INTERN-T4INTERN | 2,512 | 0.11 | 0.018 | 0.014 | 1.333 | 1.777 |
| **Other differences** | | | | | | | |
| Child's Body Mass Index (BMI) | C6BMI-C5BMI | 2,855 | 1.94 | 0.071 | 0.040 | 1.759 | 3.095 |
| Child's height | C6HEIGHT-C5HEIGHT | 2,863 | 4.61 | 0.051 | 0.029 | 1.735 | 3.011 |
| Child's weight | C6WEIGHT-C5WEIGHT | 2,865 | 22.96 | 0.439 | 0.230 | 1.908 | 3.641 |
| Household size | P6HTOTAL-P5HTOTAL | 2,566 | -0.04 | 0.028 | 0.017 | 1.671 | 2.792 |
| Number of hours watched TV after dinner | P6TVAFDH-P5TVAFDH | 2,520 | 0.21 | 0.037 | 0.021 | 1.796 | 3.227 |
| **Child and parent characteristics from parent interview (percent)** | | | | | | | |
| Lived in single parent family | P6HFAMIL | 2,566 | 26.12 | 1.230 | 0.867 | 1.418 | 2.010 |
| Lived in two-parent family | P6HFAMIL | 2,566 | 70.72 | 1.285 | 0.899 | 1.430 | 2.045 |
| Mom worked 35 hours+/week | P6HMEMP | 1,919 | 64.43 | 1.619 | 1.092 | 1.482 | 2.195 |
| Primary care is center-based | P6PRIMNW | 788 | 28.66 | 2.785 | 1.611 | 1.729 | 2.989 |
| Primary care is home-based | P6PRIMNW | 788 | 71.34 | 2.785 | 1.611 | 1.729 | 2.989 |
| Parents had high school or less | W5PARED | 2,566 | 29.04 | 1.117 | 0.896 | 1.246 | 1.553 |
| Household income category below median | W5INCCAT | 2,566 | 48.05 | 1.560 | 0.986 | 1.582 | 2.502 |
| Parent attended PTA | P6ATTENP | 2,558 | 39.70 | 2.332 | 0.967 | 2.411 | 5.811 |
| Visited library | P6LIBRAR | 2,563 | 48.13 | 2.035 | 0.987 | 2.062 | 4.252 |

See notes at end of table.

Table 9-7. ECLS-K, panel of all six rounds: standard errors and design effects for the full sample using C1_6SC0-C1_6SC40 and C1_6SP0-C1_6SP40, by selected child and parent variables: School years 1998–99, 1999–2000, 2001–02, and 2003–04—Continued

| Survey item | Variable name | Number of cases | Estimate | Design SE[1] | SRS SE[2] | DEFT[3] | DEFF[4] |
|---|---|---|---|---|---|---|---|
| **Child and parent characteristics from parent interview (percent)—Continued** | | | | | | | |
| Used computer 1-2 times per week | P6HOMECM | | | | | | |
| | P6COMPWK | 2,208 | 36.02 | 1.603 | 1.022 | 1.569 | 2.461 |
| Had Internet access | P6HOMECM | | | | | | |
| | P6INTACC | 2,174 | 88.12 | 1.022 | 0.694 | 1.473 | 2.170 |
| Used computer 1-2 times/week for homework | P6HOMECM | | | | | | |
| | P6CMPEDU | 2,175 | 55.16 | 1.383 | 1.066 | 1.297 | 1.682 |
| Had family rule for TV | P6TVHOME | | | | | | |
| | P6TVRULE | 2,549 | 90.57 | 0.836 | 0.579 | 1.445 | 2.088 |
| Have someone help with reading homework | P6HELPR | 2,534 | 97.25 | 0.632 | 0.325 | 1.943 | 3.774 |
| Talked to child about day at school daily | P6OFTTLK | 2,560 | 84.18 | 1.032 | 0.721 | 1.432 | 2.050 |
| Talked to child about smoking 3+times/year | P6TLKSMK | 2,561 | 75.66 | 1.248 | 0.848 | 1.472 | 2.167 |
| Talked to child about alcohol 3+times/year | P6TLKALC | 2,561 | 65.92 | 1.831 | 0.937 | 1.955 | 3.822 |
| Took away privilege when child angry | P6HITPRV | 2,532 | 68.94 | 2.075 | 0.919 | 2.257 | 5.092 |
| Self-reported in very good health | P6HEALTH | 2,511 | 87.01 | 1.337 | 0.671 | 1.993 | 3.971 |
| HH received food stamps in last 12 months | P6FSTAMP | 2,555 | 15.97 | 1.297 | 0.725 | 1.790 | 3.203 |
| **Child characteristics from teacher questionnaire (percent)** | | | | | | | |
| Child was in fifth grade | T6GLVL | 3,000 | 86.23 | 1.402 | 0.629 | 2.229 | 4.969 |
| Participated fully in grade-level assessment | G6ASSMT | 2,693 | 86.99 | 1.484 | 0.648 | 2.290 | 5.242 |
| Parents attended regular conferences | G6REGCON | 2,679 | 83.71 | 1.317 | 0.713 | 1.846 | 3.408 |
| Child usually worked best ability in reading | G6ABIL | 2,791 | 59.31 | 1.590 | 0.930 | 1.709 | 2.922 |
| Child was average in language skills | G6RTLANG | 2,785 | 72.12 | 1.611 | 0.850 | 1.896 | 3.593 |
| Child was in reading class entire school year | G6LNGTM | 2,792 | 81.96 | 1.161 | 0.727 | 1.596 | 2.546 |
| **Child characteristics (mean)** | | | | | | | |
| Age of child in months | R6AGE | 2,990 | 134.72 | 0.139 | 0.084 | 1.661 | 2.758 |
| Child's BMI | C6BMI | 2,932 | 20.46 | 0.142 | 0.089 | 1.598 | 2.553 |
| Child's household size | P6HTOTAL | 2,566 | 4.55 | 0.045 | 0.026 | 1.760 | 3.098 |
| Number of children <18 in child's HH | P6LESS18 | 2,566 | 2.50 | 0.037 | 0.022 | 1.713 | 2.934 |
| Number of siblings in HH | P6NUMSIB | 2,566 | 1.54 | 0.035 | 0.022 | 1.624 | 2.637 |
| Number of hours watched TV after dinner | P6TVAFDH | 2,549 | 1.12 | 0.031 | 0.018 | 1.748 | 3.056 |
| | | | | | | | |
| Median | | | | | | 1.758 | 3.089 |
| Mean | | | | | | 1.787 | 3.267 |
| Standard deviation | | | | | | 0.274 | 1.015 |
| Coefficient of variation | | | | | | 0.153 | 0.311 |
| Minimum | | | | | | 1.246 | 1.553 |
| Maximum | | | | | | 2.550 | 6.503 |

[1] Design SE is the standard error under the ECLS-K sample design. For an explanation of this statistic, see section 4.9.
[2] SRS SE is the standard error assuming simple random sample. For an explanation of this statistic, see section 4.9.
[3] DEFT is the root design effect. For an explanation of DEFT, see section 4.9.
[4] DEFF is the design effect. For an explanation of DEFF, see section 4.9.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 1998, spring 1999, fall 1999, spring 2000, spring 2002, and spring 2004.

Table 9-8 presents the median design effects for subgroups based on school affiliation, child's sex and race/ethnicity, geographic region, type of locale, and the socioeconomic status scales (SES quintiles) of the parents. At the overall level, median design effects are lowest for the panel that includes all six rounds of data collection. Since this panel of children has a much reduced sample size as it includes the fall-first grade subsample from the full base year sample, the clustering effect is smaller resulting in smaller design effects. Within this smallest panel, median design effects range from 2.4 for children whose race is not one of the main groups to 7.1 for American Indian. This last group has a very small sample size and is highly clustered.

For the other four panels, all involving the full sample of children, median design effects have about the same magnitude at the overall level, between 3.7 and 4.0, compared with 3.1 for the reduced panel. By subgroups, the median design effect is smallest for Pacific Islanders in the panels that include kindergarten and first grade and smallest for American Indians in the panel that includes only third and fifth grade. They are highest for children in Catholic schools in all four panels.

Standard errors and design effects were not computed for items from the teacher and school administrator questionnaires since there are no teacher or school weights computed for spring-third grade year. Although standard errors and design effects may also be calculated for the teacher and school administrator questionnaires at the child level, they are quite large compared to those typically found for the ECLS-K data. Design effects for teacher and school items are large because the intraclass correlation is 100 percent for children in the same school and very high for children in the same class; children attending the same school have the same school data, and children in the same class have the same teacher data. The correlation is not 100 percent for children in the same class because teacher data include not only items about the teacher and the class but also items about the individual students as completed by their teachers.

Table 9-8. ECLS-K panel: median design effects for subgroups, kindergarten through fifth grade: School years 1998–99, 1999–2000, 2001–02, and 2003–04

| | Spring-third grade/ spring-fifth grade | | Spring-first grade/ spring-third grade/ spring-fifth grade | | Spring-kindergarten/ spring-first grade/ spring-third grade/ spring-fifth grade | | Fall-kindergarten/ spring-kindergarten/ spring-first grade/ spring-third grade/ spring-fifth grade | | All six rounds of data collection | |
|---|---|---|---|---|---|---|---|---|---|---|
| | DEFT[1] | DEFF[2] | DEFT[1] | DEFT[1] | DEFF[2] | DEFF[2] | DEFT[1] | DEFF[2] | DEFT[1] | DEFF[2] |
| All students | 1.965 | 3.862 | 1.991 | 3.965 | 1.933 | 3.737 | 1.954 | 3.817 | 1.758 | 3.089 |
| School affiliation[3] | | | | | | | | | | |
| Public | 1.888 | 3.563 | 1.925 | 3.705 | 1.903 | 3.620 | 1.921 | 3.689 | 1.733 | 3.004 |
| Private | 2.203 | 4.854 | 2.241 | 5.023 | 2.363 | 5.585 | 2.012 | 4.050 | 1.882 | 3.541 |
| Catholic private | 2.269 | 5.147 | 2.368 | 5.607 | 2.510 | 6.296 | 2.153 | 4.635 | 2.021 | 4.084 |
| Other private | 1.970 | 3.882 | 1.943 | 3.776 | 2.053 | 4.215 | 1.824 | 3.325 | 1.709 | 2.920 |
| Sex | | | | | | | | | | |
| Male | 1.839 | 3.381 | 1.843 | 3.397 | 1.867 | 3.485 | 1.876 | 3.520 | 1.642 | 2.696 |
| Female | 1.966 | 3.864 | 1.926 | 3.710 | 1.882 | 3.542 | 1.924 | 3.701 | 1.728 | 2.987 |
| Race/ethnicity | | | | | | | | | | |
| White | 1.963 | 3.854 | 1.991 | 3.963 | 1.943 | 3.774 | 1.952 | 3.809 | 1.709 | 2.920 |
| Black | 1.835 | 3.369 | 1.769 | 3.128 | 1.801 | 3.243 | 1.805 | 3.258 | 1.591 | 2.532 |
| Hispanic | 1.558 | 2.426 | 1.538 | 2.364 | 1.540 | 2.371 | 1.556 | 2.422 | 1.567 | 2.456 |
| Asian | 1.520 | 2.311 | 1.619 | 2.622 | 1.642 | 2.697 | 1.670 | 2.788 | 1.763 | 3.106 |
| Pacific Islander | 1.409 | 1.985 | 1.290 | 1.665 | 1.345 | 1.810 | 1.395 | 1.945 | 2.046 | 4.186 |
| American Indian | 1.254 | 1.573 | 1.431 | 2.048 | 1.481 | 2.193 | 1.477 | 2.181 | 2.657 | 7.058 |
| Other | 1.711 | 2.929 | 1.710 | 2.924 | 1.760 | 3.098 | 1.727 | 2.982 | 1.557 | 2.423 |
| Region | | | | | | | | | | |
| Northeast | 2.049 | 4.198 | 2.135 | 4.560 | 2.020 | 4.079 | 2.029 | 4.115 | 1.852 | 3.430 |
| Midwest | 1.998 | 3.994 | 2.073 | 4.297 | 2.097 | 4.395 | 2.102 | 4.416 | 1.824 | 3.325 |
| South | 1.901 | 3.615 | 1.864 | 3.474 | 1.884 | 3.548 | 1.919 | 3.682 | 1.656 | 2.742 |
| West | 1.790 | 3.205 | 1.813 | 3.286 | 1.838 | 3.380 | 1.811 | 3.278 | 1.706 | 2.911 |
| Type of locale | | | | | | | | | | |
| Central city | 1.931 | 3.729 | 1.961 | 3.846 | 2.019 | 4.076 | 1.965 | 3.860 | 1.930 | 3.726 |
| Urban fringe and large town | 1.990 | 3.959 | 2.037 | 4.149 | 2.080 | 4.328 | 2.094 | 4.383 | 1.734 | 3.007 |
| Small town and rural area | 1.936 | 3.748 | 2.027 | 4.107 | 1.951 | 3.804 | 2.012 | 4.047 | 1.866 | 3.482 |
| Socioeconomic status quintiles | | | | | | | | | | |
| First (lowest) | 1.721 | 2.961 | 1.732 | 2.997 | 1.764 | 3.112 | 1.731 | 2.997 | 1.589 | 2.523 |
| Second | 1.857 | 3.450 | 1.862 | 3.466 | 1.807 | 3.262 | 1.779 | 3.163 | 1.604 | 2.573 |
| Third | 1.774 | 3.148 | 1.779 | 3.163 | 1.751 | 3.066 | 1.764 | 3.113 | 1.602 | 2.565 |
| Fourth | 1.898 | 3.602 | 1.951 | 3.807 | 1.929 | 3.720 | 1.948 | 3.795 | 1.682 | 2.830 |
| Fifth (highest) | 1.911 | 3.653 | 1.982 | 3.927 | 2.061 | 4.247 | 2.022 | 4.090 | 1.666 | 2.777 |

[1] DEFT is the root design effect. For an explanation of DEFT, see section 4.9.

[2] DEFF is the design effect. For an explanation of DEFF, see section 4.9.

[3] The categories of school affiliation in this table do not match categories of school affiliation in chapter 4. This is to allow users to compare median DEFT and DEFF in fifth grade with those in previous years.

NOTE: Each median is based on 58 items, except for spring-third grade/spring-fifth grade which is based on 51 items.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 1998, spring 1999, fall 1999, spring 2000, spring 2002, and spring 2004.

► *Please note that section 9.4 applies only to the fifth-grade restricted-use and public-use files. This section does not apply to the K–5 longitudinal file.*

## 9.4 Merging Base Year Child-Level Data with the First-Grade, Third-Grade and Fifth-Grade Child-Level Data

To create a K–5 data file, which combines data from the base-year, first-grade, third-grade and fifth-grade data collections, an analyst should use the *ECLS-K Base Year Restricted-Use or Public-Use Electronic Code Book* (NCES 2000–097 or NCES 2001–029r); the *ECLS-K First Grade Restricted-Use or Public-Use Electronic Code Book* (NCES 2002–127 or NCES 2002–134); the *ECLS-K Third Grade Restricted-Use or Public-Use Electronic Code Book* (NCES 2003–002 or NCES 2004–002); and the *ECLS-K Fifth-Grade Restricted-Use or Public-Use Electronic Codebook* (NCES 2006–033 or NCES 2006–034). The following procedures for creating a longitudinal file are the same whether users merge public-use or restricted-use single-year files. To create a longitudinal file, perform the following steps to merge the base-year child-level variables needed for analysis with the first-grade, third-grade, and fifth-grade child-level variables needed:

1. Select the variables to be analyzed from the base-year ECB child catalog and the variable CHILDID. This creates a "working taglist" (see section 8.4 in chapter 8 for more detail on how to create a working taglist).
2. Run the program generated after extraction to create a base-year data set (DATA1).
3. Using the child catalog from the First-Grade ECB, select the variables to be analyzed and the variable CHILDID.
4. Run the program generated after extraction to create a first-grade data set (DATA2).
5. Using the child catalog from the Third-Grade ECB, select the variables to be analyzed and the variable CHILDID.
6. Run the program generated after extraction to create a third-grade data set (DATA3).
7. Using the child catalog from the Fifth-Grade ECB, select the variables to be analyzed and the variable CHILDID.
8. Run the program generated after extraction to create a fifth-grade data set (DATA4).

9. Sort DATA1, DATA2, DATA3, and DATA4 by CHILDID.

10. Merge DATA1 and DATA2 and DATA3 and DATA4 by CHILDID.

This merged file will contain 21,409 cases, some of which will not have K–5 longitudinal weights. For example, base-year respondents who did not participate in either fall or spring of first grade or spring of third grade or spring of fifth grade, and movers who were not included in the first-grade, third-grade, and fifth-grade samples, will not have any K–5 longitudinal weights. To select cases with K–5 longitudinal data, a user can use a K–5 longitudinal weight appropriate to the analysis.

# 10. LONGITUDINAL KINDERGARTEN–FIFTH GRADE PUBLIC-USE DATA FILE

► *Please note that this entire chapter is for users of the K–5 longitudinal data file that NCES releases. Users who have created their own longitudinal files should refer to chapter 9. This chapter does not apply to users of the fifth-grade restricted-use or the fifth-grade public-use file.*

## 10.1 Introduction

For the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), the longitudinal kindergarten–fifth grade public-use data file, referred to hereafter as the K–5 longitudinal data file, combines data from the base-year (kindergarten), first-grade, third-grade, and fifth-grade years. It was created so that analysts can easily examine children's growth and development between kindergarten and fifth grade without having to go through the process of merging several different data files. Longitudinal weights developed for each round of the ECLS-K are included on the file to be used as K–5 longitudinal weights. All children included on the longitudinal K–1 data file released in 2002 and the K–3 data released in 2004 are also included on this file to allow users to conduct K–1 and K–3, as well as K–5 analyses. Thus, this file can be used to study such topics as children's learning across school years, the extent of summer learning or loss between kindergarten and the fall of the following school year, and the school or classroom characteristics that are related to growth in reading and mathematics skills between first and third and third and fifth grades.

Users will obtain basic information about the K–5 longitudinal data public-use file in this chapter. The chapter begins with a description of the individuals included on the file. It then provides an overview of the content of the data file and a description of the K–5 longitudinal weights.

## 10.2 Individuals Included on the K–5 Longitudinal File

The K–5 longitudinal file contains all children included on the K–1 longitudinal file released in 2002 and on the K–3 file released in 2004, as well as most of the children for whom either a parent interview or a child assessment was completed in fifth grade. To be included on the original K–1

longitudinal file, a parent interview or child assessment must have been conducted in the spring of kindergarten (spring 1999) and in at least one point in time during the first-grade year (fall 1999 or spring 2000). Thus, children were included if there was either a parent or child assessment conducted during the spring of kindergarten **and** a parent interview or child assessment was completed in any of the following data collections:

- Fall-first grade *or*
- Fall-kindergarten and fall-first grade *or*
- Spring-first grade *or*
- Fall-kindergarten and spring-first grade *or*
- Fall-first grade and spring-first grade *or*
- Fall-kindergarten and fall-first grade and spring-first grade.

Not all children on the original K–1 longitudinal file completed a parent interview or a child assessment in the third grade.[1]

In addition to the children from the K–1 longitudinal file, the K–3 longitudinal file also includes 189 children who had either a parent or child assessment conducted during the spring of third grade **and** a parent interview or child assessment completed in any of the following data collections:

- Spring-first grade *or*
- Spring-kindergarten and spring-first grade *or*
- Fall-kindergarten, spring-kindergarten, and spring-first grade *or*
- Fall-kindergarten and spring-first grade *or*
- Fall-kindergarten and fall-first grade and spring-first grade *or*
- Fall-kindergarten, spring-kindergarten, fall-first grade, and spring-first grade.

[1] Of the 17,212 children on the K–1 longitudinal file, 2,402 (13.6 %) had neither a parent interview nor a child assessment completed in third grade; 792 (4.6 %) had a child assessment completed in third grade, but no parent interview; and 1,693 (9.6 %) had a parent interview completed in third grade, but no child assessment. As noted, all of these children are included on the K–3 longitudinal file so that analysts can conduct longitudinal analyses involving just the kindergarten and first grade data.

There are 306 children with either a completed parent interview or a completed child assessment in third grade who are not included on the K–3 longitudinal file. These children were interviewed only in fall-first grade and spring-third grade or were missing both fall- and spring-first grade data.

The K–5 longitudinal file includes children who were either in the K–1 longitudinal file or in the K–3 longitudinal file, and 164 children who had a parent or child assessment completed during the spring of fifth grade **and** a parent interview or child assessment completed in any of the following data collections:

- Spring-third grade *or*
- Fall-kindergarten and spring-third grade *or*
- Fall-kindergarten and fall-first grade and spring-third grade *or*
- Fall-kindergarten and fall-first grade and spring-first grade and spring-third grade *or*
- Spring-kindergarten and spring-third grade *or*
- Fall-kindergarten and spring-kindergarten and spring-first grade *or*
- Fall-kindergarten and spring-kindergarten and fall-first grade and spring-first grade.

Seven children with either a completed parent interview or a completed child assessment in fifth grade are not included on the K–5 longitudinal file because they did not have a completed parent interview for more than one round nor did they have a completed child assessment for more than one round.

Analyses using combinations of K–5 data other than those listed above can be conducted. Even though customized weights were not created for the other K–5 data combinations, existing weights can be used for analyses of these combinations. See section 10.4 on K–5 longitudinal weights for details.

The K–5 longitudinal data file is a child-level file. All parent, teacher, and school information collected for any particular child from each round of data collection has been attached to that child's record (a more detailed description of the record layout follows). In all, the K–5 longitudinal data file has 17,565 child records. For detailed information about response rates in each round of data collection, see chapter 5 of the base-year, first-grade, third-grade, and fifth-grade user's manuals.

## 10.3 Content

With a few exceptions, the K–5 longitudinal data file contains all data collected from parents, children, teachers, or schools in the base year (fall and spring), first grade (fall and spring), spring-third grade, and spring-fifth grade data collections. To streamline the file, however, the data from the household rosters that listed all household members, their relationship to the sampled child, and selected other characteristics are not included on the file. The composite variables describing critical household roster-based information, such as the children's family structure and selected characteristics of the family members, have been retained on the file. See chapter 7 of the base-year, first-grade, third-grade, and fifth-grade user's manuals for a description of these and other composite variables.

In addition, cross-sectional weights (associated with a single wave of data collection) and within-grade longitudinal weights (for within-kindergarten or within-first grade longitudinal analysis) are not included on the K–5 longitudinal data file, which contains only the K–5 longitudinal weights (for analysis of kindergarten, first-grade, third-grade, and fifth-grade data). There are no cross-sectional or within-grade longitudinal weights included on the file because the K–5 longitudinal data file should not be used to examine only the kindergarten data, only the first-grade data, only the third-grade data, or only the fifth-grade data. The reason that the file should not be used in this way is that not all children interviewed in kindergarten were interviewed in first grade. Similarly, not all children interviewed in first grade were interviewed in third grade, and not all children interviewed in third grade were interviewed in fifth grade. And, as noted previously, not all children interviewed in fifth grade are included on the K–5 longitudinal file. Thus, the population of base year respondents contained in the K–5 longitudinal data file is a subset of those who were interviewed during the base year. Similarly, the population of first-grade, third-grade, and fifth-grade children on the K–5 longitudinal data file is a subset of those who were interviewed during the first-, third-, and fifth-grade data collections, respectively.

Similar to the first- and third-grade files, the K–5 longitudinal data file contains a few base-year variables that were not in the base-year files. They fall into three categories: (1) base-year recalibrated assessment scores, (2) base-year recalibrated Academic Rating Scale (ARS) scores, and (3) new and corrected base-year composites. The direct child assessment scores were recalibrated to obtain gain scores that could be compared across six waves of data. The ARS scores were recalibrated because an error was identified in the base year ARS scores. Specifically, the fall and spring base year ARS scores used slightly different metrics. These scores were recalibrated using a combined calibration of fall- and spring- kindergarten ratings. Therefore, the unit for the corrected fall- and spring-kindergarten

scores is the same, though comparisons between fall- and spring-kindergarten scores are not recommended. Although the item stems are similar across grades, the actual items include performance criteria that increase from one grade to the next. Moreover, the ARS score metric is different at each point. Therefore, change scores should *not* be used to compare fifth-grade ratings with those from earlier rounds.

The specifics of the ARS and composite problems are described in the first-grade public-use user's manual in the section titled Base Year Errata and Composites. The other errors listed in that section have either been corrected (errata number 1 through 7) or are not pertinent to the K–5 longitudinal data file (erratum number 8). For example, the base-year poverty and locality composites were detected to have errors and were recreated and included with the first-grade data file (appendix D) and in the K–5 longitudinal data file. Specifically, WKPOV_R replaces WKPOVRTY and KURBAN_R replaces KURBAN. Similarly, the imputation flag IF_INC_R replaces IF_INC. Errata numbers 3, 6, and 7 were corrected but did not require replacing existing variables.

There are two sets of composite variables that have been revised for the kindergarten, first grade, and third grade years. They are the school lunch composites (percent of children eligible for free lunch and percent of children eligible for reduced-price lunch), and the child's disability status.

In the years preceding the fifth grade year, the school lunch composites were computed at the school level for all schools that completed the school administrator questionnaires, and filled in with values from the Common Core of Data (CCD) for public schools that did not complete the school administrator questionnaire. This still left cases with missing values of the school lunch composites since the CCD also had missing values regarding school lunch. In fifth grade, this was changed so that the school lunch composites no longer have missing values for any public school that had at least one child or parent respondent (i.e., at least one child with nonzero child-level weight or child-level parent weight) in spring-fifth grade. This was accomplished by imputing missing values either by filling in with previous rounds values or by imputing using the hot-deck method. See section 7.5.4.6 for a description of how these composites were created for fifth grade.

The imputation of the school lunch composites was applied to third grade, first grade and kindergarten data. These revised values are now included in the K-5 file. The imputation procedures were as follows:

- Imputation was done separately for each school year, starting with third grade and going backwards.
- For any public school with missing school lunch data, non-imputed data on school lunch from the closest school in time was carried forward. For third grade schools, fifth grade data were used first followed by first grade then kindergarten. For first grade schools, third grade data were used first followed by kindergarten then fifth grade. For kindergarten schools, first grade were used first followed by third grade then fifth grade. The rationale for this approach was that the best source of data for a school was the data from the closest or most recent year.
- Data still missing were imputed by the hot deck method using donors (with non-imputed values) from the same school year. Imputation cells were defined by Title I eligibility and participation and school latitude and longitude (soft-boundary cells).

For each round of data collection preceding fifth grade, the resolution of cases having missing data is shown for each school lunch composite in tables 10-1 to 10-8. In each table, the numbers of cases are for the grade level, not the total number of cases in the K-5 file. For example, out of the 17,565 records in the K-5 file, 13,738 records have nonmissing values of the kindergarten school lunch composites. These are records for children in the K-5 file who are in public schools in kindergarten grade.

Table 10-1. Imputation of school lunch composites at the school level, spring-kindergarten: School year 1998–99

| School lunch composite | Number of public schools | Number missing | Percent missing | Values from previous round | | Imputed by Hot deck | |
|---|---|---|---|---|---|---|---|
| | | | | n | Percent | n | Percent |
| Free lunch | 752 | 284 | 37.8 | 252 | 88.7 | 32 | 11.3 |
| Reduced-price lunch | 752 | 298 | 39.6 | 265 | 88.9 | 33 | 11.1 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 10-2. Results of imputation of school lunch composites at the child level, spring-kindergarten: School year 1998–99

| School lunch composite | Number of children | Number missing | Percent missing | Values from previous round | | Imputed by Hot deck | |
|---|---|---|---|---|---|---|---|
| | | | | n | Percent | n | Percent |
| Free lunch | 13,738 | 5,077 | 37.0 | 4,599 | 90.6 | 478 | 9.4 |
| Reduced-price lunch | 13,738 | 5,353 | 39.0 | 4,864 | 90.9 | 489 | 9.1 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 10-3. School lunch composite

| | Number of public schools | Number missing | Percent missing | Values from previous round | | Imputed by Hot deck | |
|---|---|---|---|---|---|---|---|
| | | | | n | Percent | n | Percent |
| Free lunch | 1,650 | 914 | 55.4 | 530 | 58.0 | 384 | 42.0 |
| Reduced-price lunch | 1,650 | 948 | 57.5 | 554 | 58.4 | 394 | 41.6 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 10-4. Results of imputation of school lunch composites at the child level, spring-first grade: School year 1999–2000

| School lunch composite | Number of children | Number missing | Percent missing | Values from previous round | | Imputed by Hot deck | |
|---|---|---|---|---|---|---|---|
| | | | | n | Percent | n | Percent |
| Free lunch | 13,538 | 5,359 | 39.6 | 4,554 | 85.0 | 805 | 15.0 |
| Reduced-price lunch | 13,538 | 5,590 | 41.3 | 4,745 | 84.9 | 845 | 15.1 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 10-5. Imputation of school lunch composites at the school level, spring-third grade: School year 2001–02

| School lunch composite | Number of public schools | Number missing | Percent missing | Values from previous round | | Imputed by Hot deck | |
|---|---|---|---|---|---|---|---|
| | | | | n | Percent | n | Percent |
| Free lunch | 2,530 | 1,026 | 40.6 | 314 | 30.6 | 712 | 69.4 |
| Reduced-price lunch | 2,530 | 1,034 | 40.9 | 312 | 30.2 | 722 | 69.8 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 10-6. Results of imputation of school lunch composites at the child level, spring-third grade: School year 2001–02

| School lunch composite | Number of children | Number missing | Percent missing | Values from previous round | | Imputed by Hot deck | |
|---|---|---|---|---|---|---|---|
| | | | | n | Percent | n | Percent |
| Free lunch | 11,859 | 2,534 | 21.4 | 1,514 | 59.7 | 1,020 | 40.3 |
| Reduced-price lunch | 11,859 | 2,554 | 21.5 | 1,503 | 58.8 | 1,051 | 41.2 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 10-7. Imputation of school lunch composites at the school level, spring-fifth grade: School year 2003–04

| School lunch composite | Number of public schools | Number missing | Percent missing | Values from previous round | | Imputed by Hot deck | |
|---|---|---|---|---|---|---|---|
| | | | | n | Percent | n | Percent |
| Free lunch | 2,008 | 691 | 34.4 | 256 | 37.0 | 435 | 63.0 |
| Reduced-price lunch | 2,008 | 712 | 35.5 | 265 | 37.2 | 447 | 62.8 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

Table 10-8. Results of imputation of school lunch composites at the child level, spring-fifth grade: School year 2003–04

| School lunch composite | Number of children | Number missing | Percent missing | Values from previous round | | Imputed by Hot deck | |
|---|---|---|---|---|---|---|---|
| | | | | n | Percent | n | Percent |
| Free lunch | 9,323 | 2,542 | 27.3 | 1,775 | 69.8 | 767 | 30.2 |
| Reduced-price lunch | 9,323 | 2,599 | 27.9 | 1,818 | 69.9 | 781 | 30.1 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

As in fifth grade, there were schools in previous years with the two school lunch composites summing up to more than 100 percent. These values came from two sources: (1) from values reported by the school in another year, or (2) from the hot-deck imputation. The reporting error has been present in all rounds of the ECLS-K, and the decision was to keep the reported values in the data file. If the erroneous values came from the hot-deck imputation, then they were corrected so that the two school lunch composites do not add to more than 100 percent. Correction was made by capping the hot-decked values of the two lunch composite variables. This was done by multiplying each value by 100 divided by the sum of the two variables before capping. This way, both values were reduced by the same amount so they sum to 100 percent.

As described in section 7.5.1.8, the disability composite in spring-fifth grade (P6DISABL) is different from the disability composites in previous years of the study. Prior to fifth grade, any child for whom there was a professional diagnosis of a learning, activity, communication, hearing, or vision problem – as well as all children reported to be using services for the disabled – were considered disabled for the ECLS-K composite variables P1DISABL, P4DISABL, and P5DISABL. For variable P6DISABL on the fifth grade file, however, the following modifications were made to that logic:

- Children whose only learning, activity, behavioral, and emotional diagnoses were coded as "no problem" were no longer considered disabled
- Children whose only reported disability was vision, and whose vision was correctable with glasses OR who were able to read large print books were no longer considered disabled.

The disability composites from the first grade and third grade files have been revised in accordance with the changes listed above to create revised disability composites RP4DISAB and RP5DISAB. An additional condition was added to the composite from the kindergarten file: children whose only report of disability stemmed from receipt of services must have been receiving services other than social work, home visits, parent support, or home tutoring to be coded as disabled in variable RPDISAB1. Table 10-9 presents the effects of the change in disability status coding for the kindergarten, first grade, and third grade data.

Table 10-9. Reclassification of disability status resulting from revisions to the disability composites for spring-kindergarten, spring-first grade, and spring-third grade: School years 1998-99, 1999-2000, 2001-02

| Grade and disability status | Original classification | Revised classification |
|---|---|---|
| Kindergarten | P1DISABL | RPDISAB1 |
| Not Ascertained | 29 | 29 |
| Disabled | 2568 | 2135 |
| Not Disabled | 15500 | 15933 |
| | | |
| First Grade | P4DISABL | R4DISAB |
| Not Ascertained | 48 | 50 |
| Disabled | 2560 | 1619 |
| Not Disabled | 13016 | 13957 |
| | | |
| First Grade | P5DISABL | R5DISAB |
| Not Ascertained | 72 | 72 |
| Disabled | 3619 | 1631 |
| Not Disabled | 9798 | 11786 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2004.

## 10.4 K–5 Longitudinal Weights

There are several sets of K–5 longitudinal weights computed for children with complete data from different combinations of rounds. All K–5 longitudinal weights are child-level weights. There are no K–5 longitudinal weights at the school or teacher level since school- and teacher-level weights were not computed for the first-grade, third-grade, or fifth-grade years due to lack of representativeness.

The K–5 longitudinal weights, available on the K–5 longitudinal data file Electronic Codebook (ECB), are described in exhibit 10-1. The use of the K–5 longitudinal weights is described in exhibit 10-2, which is designed to help users choose appropriate weights for their analyses.

First, decide which two or more points in time are the focus of the analysis. The analysis could pertain to two points in time (e.g., spring-kindergarten and fall-first grade, or spring-kindergarten and spring-first grade, or spring-first grade and spring-third grade); three points in time (e.g., spring-first grade, spring-third grade, and spring-fifth grade); four points in time (any four of fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, and spring-fifth grade); five points in time (any five of fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, and spring-fifth grade); or six points in time (all six rounds of data). For example, if the analysis uses spring-kindergarten and fall-first grade data, then the appropriate weight would be one that begins with C23 (denoting child-level data from round 2 AND round 3). If the analysis uses data from spring-kindergarten, spring-first, and spring-third grade, then the appropriate weight begins with C245 (denoting data from rounds 2, 4, AND 5). If the analysis uses data from spring-kindergarten, spring-first, spring-third, and spring-fifth grade, then the appropriate weight begins with C2_6F.

Second, consider the source of the data, which also affects the choice of the weight. In exhibit 10-2, details under "to be used in the analysis of …" column provide guidance based on whether the data were collected through the child assessments, parent interviews, or teacher questionnaires. If parent data from spring-kindergarten and fall-first grade are needed for the analysis, then C23PW0 should be used, otherwise C23CW0 can be used. Similarly, if an analyst wishes to examine the influence of parent characteristics on gains in assessment scores between kindergarten and third grade, the appropriate weight would be C245PW0, indicating that parent interview data was included. However, if only child or teacher data were used in the analysis, then the appropriate weight to use is C245CW0.

Exhibit 10-1. ECLS-K: K–5 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, and 2003-04

| K–5 longitudinal (panel) weight | is nonzero if … |
|---|---|
| C23CW0 | assessment data are present for both spring-kindergarten and fall-first grade, or if the child was excluded from direct assessment in both of these rounds of data collection due to a disability. |
| C23PW0 | parent interview data are present for both spring-kindergarten and fall-first grade. |
| C123CW0 | assessment data are present for fall- and spring-kindergarten and fall-first grade, or if the child was excluded from direct assessment in all three of these rounds of data collection due to a disability. |
| C123PW0 | parent interview data are present for fall- and spring-kindergarten and fall-first grade. |
| C24CW0 | assessment data are present for both spring-kindergarten and spring-first grade, or if the child was excluded from direct assessment in both of these rounds of data collection due to a disability. |
| C24PW0 | parent interview data are present for both spring-kindergarten and spring-first grade. |
| C124CW0 | assessment data are present for fall-kindergarten and spring-kindergarten and spring-first grade, or if the child was excluded from direct assessment in all three of these rounds of data collection due to a disability. |
| C124PW0 | parent interview data are present for fall-kindergarten and spring-kindergarten and spring-first grade. |
| C1_4CW0 | assessment data are present for four rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, and spring-first grade), or if the child was excluded from direct assessment in all of these four rounds of data collection due to a disability. |
| C1_4PW0 | parent interview data are present for four rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, and spring-first grade). |
| Y2COMW0 | assessment data are present for fall-kindergarten and spring-kindergarten and spring-first grade, or if the child was excluded from direct assessment in all three of these rounds of data collection and parent and/or teacher data are present for one or more base year rounds and parent and/or teacher data are present for spring-first grade. |
| C45CW0 | assessment data are present for both spring-first grade and spring-third grade, or if the child was excluded from direct assessment in both of these rounds of data collection due to a disability. |
| C45PW0 | parent interview data are present for both spring-first grade and spring-third grade. |
| C245CW0 | assessment data are present for spring-kindergarten and spring-first grade and spring-third grade, or if the child was excluded from direct assessment in all of these three rounds of data collection due to a disability. |
| C245PW0 | parent interview data are present for spring-kindergarten and spring-first grade and spring-third grade. |
| C1_5FC0 | assessment data are present for four rounds of data collection involving the full sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, and spring-third grade), or if the child was excluded from direct assessment in all four of these rounds of data collection due to a disability. |
| C1_5FP0 | parent interview data are present for four rounds of data collection involving the full sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, and spring-third grade). |
| C1_5SC0 | assessment data are present for all five rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, and spring-third grade), or if the child was excluded from direct assessment in all five rounds of data collection due to a disability. |
| C1_5SP0 | parent interview data are present for all five rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, and spring-third grade). |

See notes at end of table.

Exhibit 10-1. ECLS-K: K–5 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, and 2003-04—Continued

| K–5 longitudinal (panel) weight | is nonzero if … |
|---|---|
| C56CW0 | assessment data are present for both spring-third grade and spring-fifth grade, or if the child was excluded from direct assessment in both of these rounds of data collection due to a disability. |
| C56PW0 | parent interview data are present for both spring-third grade and spring-fifth grade. |
| C456CW0 | assessment data are present for spring-first grade and spring-third grade and spring-fifth grade, or if the child was excluded from direct assessment in all of these three rounds of data collection due to a disability. |
| C456PW0 | parent interview data are present for spring-first grade and spring-third grade and spring-fifth grade. |
| C2_6FC0 | assessment data are present for four rounds of data collection involving the full sample of children (spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), or if the child was excluded from direct assessment in all four of these rounds of data collection due to a disability. |
| C2_6FP0 | parent interview data are present for four rounds of data collection involving the full sample of children (spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade). |
| C1_6FC0 | assessment data are present for five rounds of data collection involving the full sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), or if the child was excluded from direct assessment in all five of these rounds of data collection due to a disability. |
| C1_6FP0 | parent interview data are present for five rounds of data collection involving the full sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade). |
| C1_6SC0 | assessment data are present for all six rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, and spring-fifth grade), or if the child was excluded from direct assessment in all six rounds of data collection due to a disability. |
| C1_6SP0 | parent interview data are present for all six rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, and spring-fifth grade). |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 1998, spring 1999, fall 1999, spring 2000, spring 2002, and spring 2004.

Exhibit 10-2. Use of the K–5 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, and 2003-04

| K–5 longitudinal (panel) weights | to be used for analysis of … |
|---|---|
| C23CW0 | child direct assessment data from BOTH spring-kindergarten and fall-first grade, alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C23PW0 | parent interview data from BOTH spring-kindergarten and fall-first grade, alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C123CW0 | child direct assessment data from fall- AND spring-kindergarten AND fall-first grade, alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C123PW0 | parent interview data from fall- AND spring-kindergarten AND fall-first grade, alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C24CW0 | child direct assessment data from BOTH spring-kindergarten and spring-first grade, alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C24PW0 | parent interview data from BOTH spring-kindergarten and spring-first grade, alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C124CW0 | child direct assessment data from fall-kindergarten AND spring-kindergarten AND spring-first grade, alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C124PW0 | parent interview data from fall-kindergarten AND spring-kindergarten AND spring-first grade, alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C1_4CW0 | child direct assessment data from FOUR rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, and spring-first grade), alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C1_4PW0 | parent interview data from FOUR rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, and spring-first grade), alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| Y2COMW0 | child direct assessment data from fall-kindergarten AND spring-kindergarten AND spring-first grade, in conjunction with parent and/or teacher data from spring-first grade, AND one or more base year rounds of parent and/or teacher data. |
| C45CW0 | child direct assessment data from BOTH spring-first grade and spring-third grade, alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C45PW0 | parent interview data from BOTH spring-first grade and spring-third grade, alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C245CW0 | child direct assessment data from spring-kindergarten AND spring-first grade AND spring-third grade, alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C245PW0 | parent interview data from spring-kindergarten AND spring-first grade AND spring-third grade, alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C1_5FC0 | child direct assessment data from FOUR rounds of data collections involving the FULL sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, and spring-third grade), alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |

See notes at end of table.

Exhibit 10-2. Use of the K–5 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, and 2003-04—Continued

| K–5 longitudinal (panel) weights | to be used for analysis of … |
|---|---|
| C1_5FP0 | parent interview data from FOUR rounds of data collections involving the FULL sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, and spring-third grade), alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C1_5SC0 | child direct assessment data from FIVE rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, and spring-third grade), alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C1_5SP0 | parent interview data from ALL FIVE rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, and spring-third grade), alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C56CW0 | child direct assessment data from BOTH spring-third grade and spring-fifth grade, alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C56PW0 | parent interview data from BOTH spring-third grade AND spring-fifth grade, alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C456CW0 | child direct assessment data from spring-first grade AND spring-third grade AND spring-fifth grade, alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C456PW0 | parent interview data from spring-first grade AND spring-third grade AND spring-fifth grade, alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C2_6FC0 | child direct assessment data from FOUR rounds of data collection involving the FULL sample of children (spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C2_6FP0 | parent interview data from FOUR rounds of data collection involving the FULL sample of children (spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade, alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C1_6FC0 | child direct assessment data from FIVE rounds of data collections involving the FULL sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C1_6FP0 | parent interview data from FIVE rounds of data collections involving the FULL sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |
| C1_6SC0 | child direct assessment data from ALL SIX rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, and spring-fifth grade), alone or in conjunction with any of the school, teacher, or classroom data, or a limited set of child characteristics (e.g., age, sex, and race/ethnicity). |
| C1_6SP0 | parent interview data from ALL SIX rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, and spring-fifth grade), alone or in conjunction with any of the child assessment, school, teacher, or classroom data. |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 1998, spring 1999, fall 1999, spring 2000, spring 2002, and spring 2004.

K–5 longitudinal weights are used to produce estimates of differences between two or more rounds of data collection spanning kindergarten, first grade, third grade, and fifth grade. Simple examples involving two rounds of data collection are as follows: (1) estimating the differences in children's mean assessment scores between spring-third grade and spring-fifth grade using C56CW0 and (2) estimating the difference in Social Rating Scale scores as reported by parents in spring-kindergarten and spring-first grade using C24PW0 (Social Rating Scale scores as reported by parents are not available for fall-first grade, spring-third grade or spring-fifth grade). K–5 longitudinal weights are also used to study the characteristics of children who were assessed in two or more rounds of data collection. For example, one can study the characteristics of kindergarten children that are associated with the greatest gains in learning in third and fifth grades. If the analysis includes data collected from the parents in spring-third grade and spring-fifth grade, then C56PW0 can be used in the analysis. However, if the analysis involves only the key characteristics (e.g., race) available for most children and the child assessment data from spring-third grade and spring-fifth grade, then C56CW0 can be used to estimate changes in assessment scores between spring-third grade and spring-fifth grade. An example in which data from more than two rounds are used is as follows: to examine whether the gains children have made in their reading knowledge and skills during the kindergarten year and from the end of kindergarten to the end of first grade are related to parents' and teachers' beliefs about kindergarten readiness and parental educational expectations, the weight Y2COMW0 would be appropriate. As noted in the first-grade, third-grade, and fifth-grade user's manuals, any longitudinal analysis that uses data from fall-first grade will be limited to a 27 percent subsample of children.[2]

There may be combinations of data for which no weights were developed. For example, there is no specific weight to study changes in children's classroom environments as they move from kindergarten to fifth grade if child assessment or parent data are not used in the analysis. In this example, the data come from the teacher-level teacher's questionnaire (TQA in kindergarten, first grade, and third grade, and teacher-level teacher questionnaire in fifth grade). The preferred weight for this analysis would be C2_6FC0, which is the weight for child direct assessment data from spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade. Of children on the longitudinal K–5 file with teacher-level data in all four of these rounds (e.g., spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), 98 percent (8,081) have nonzero C2_6FC0, compared with 90 percent (7,382) with nonzero C1_6FC0 and 26 percent (2,107) with nonzero C1_6SC0, the other two longitudinal weights available for analyses of child data. The preferred weight is the one that will yield the largest number of

[2] As described in the first grade user's manual, fall-first grade was a design enhancement to enable researchers to study the extent of summer learning losses and gains and the factors associated with them. The fall data collection was limited to students in a 30 percent subsample of schools.

records for analysis, which in this case is C2_6FC0. Analytically, it can be argued that since the direct assessments are conducted in schools, this weight comes closest to capturing the children in participating schools and thus to capturing the children with relevant school environment data. Similarly, if data from the school administrator's questionnaire are used in the analysis of the K–5 longitudinal data, then the same arguments can be used to select the weight. In this case, 44 percent of children in the K–5 have school administrator questionnaire data from kindergarten, first grade, third grade, and fifth grade; of these, 97 percent have nonzero C2_6FC0 compared with 88 percent with nonzero C1_6FC0 and 25 percent with nonzero C1_6SC0. Therefore, the preferred weight is also C2_6FC0. For further advice on which weights to use when analyzing a complex combination of data, contact NCES at *ECLS@ed.gov*.

## 10.5 Characteristics of Longitudinal Weights

The statistical characteristics of the longitudinal weights are presented in table 10-10. For each weight, the number of cases with nonzero values is presented together with the mean weight, the standard deviation, the coefficient of variation (i.e., the standard deviation as a percentage of the mean weight), the minimum value of the weight, the maximum value of the weight, the skewness, the kurtosis, and the sum of weights.

The difference in the estimate of the population of students (sum of weights) between the different panels of students and types of weights results from a combination of factors, among them: (1) the number of base-year respondents who became ineligible (due to death, leaving the country, or being a nonsampled mover) after the base year; (2) the adjustment of the weights for the children of unknown eligibility; and (3) the difference in the number of records used to construct sample-based control totals. Of the longitudinal weights computed in third grade and fifth grade, six weights (C45CW0, C45PW0, C56CW0, C56PW0, C456CW0 and C456PW0) involve children sampled in first grade. For these weights, the child records included in the file used for computing the control totals are records of base-year respondents and records of eligible children sampled in first grade. For all other longitudinal weights, records of children sampled in first grade were not included in the file, causing the sum of weights to be smaller.

For information about the development of the longitudinal weights, see chapter 9 of the first-grade, third-grade, and fifth-grade user's manuals.

Table 10-10. Characteristics of child-level K–5 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, and 2003-04

| Variable name | Number of cases | Mean | Standard deviation | CV (× 100) | Minimum | Maximum | Skewness | Kurtosis | Sum |
|---|---|---|---|---|---|---|---|---|---|
| C23CW0 | 5,216 | 739.84 | 587.55 | 79.42 | 68.23 | 7,182.37 | 3.98 | 21.56 | 3,858,997 |
| C23PW0 | 4,861 | 793.83 | 515.75 | 64.97 | 84.26 | 5,853.21 | 2.97 | 13.04 | 3,858,805 |
| C123CW0 | 4,729 | 815.99 | 646.25 | 79.20 | 76.08 | 7,696.79 | 3.89 | 21.55 | 3,858,824 |
| C123PW0 | 4,295 | 898.37 | 597.89 | 66.55 | 95.35 | 6,421.30 | 3.05 | 14.20 | 3,858,492 |
| C24CW0 | 16,371 | 234.81 | 200.69 | 85.47 | 1.78 | 3,272.40 | 4.22 | 31.65 | 3,844,009 |
| C24PW0 | 14,938 | 257.25 | 198.94 | 77.34 | 1.93 | 2,580.41 | 3.30 | 19.64 | 3,842,784 |
| C124CW0 | 15,001 | 256.28 | 228.52 | 89.17 | 1.54 | 3,877.43 | 3.71 | 24.60 | 3,844,472 |
| C124PW0 | 13,413 | 286.40 | 214.80 | 75.00 | 2.06 | 3,275.79 | 3.84 | 26.53 | 3,841,463 |
| C1_4CW0 | 4,542 | 847.78 | 639.83 | 75.47 | 77.56 | 7,528.68 | 3.49 | 18.68 | 3,850,619 |
| C1_4PW0 | 4,012 | 959.07 | 617.93 | 64.43 | 108.75 | 6,780.92 | 2.86 | 13.48 | 3,847,785 |
| Y2COMW0 | 13,983 | 274.83 | 241.55 | 87.89 | 2.03 | 3,803.82 | 4.26 | 29.97 | 3,842,961 |
| C45CW0 | 13,964 | 281.86 | 273.52 | 97.04 | 1.68 | 3,897.42 | 3.37 | 19.90 | 3,935,960 |
| C45PW0 | 12,652 | 310.98 | 266.89 | 85.82 | 1.68 | 3,718.34 | 3.11 | 17.32 | 3,934,550 |
| C245CW0 | 13,694 | 280.68 | 277.47 | 98.86 | 1.65 | 4,119.55 | 3.55 | 22.53 | 3,843,642 |
| C245PW0 | 12,204 | 314.92 | 267.05 | 84.80 | 1.78 | 3,121.66 | 2.87 | 14.51 | 3,843,272 |
| C1_5FC0 | 12,558 | 306.07 | 303.52 | 99.17 | 1.68 | 4,264.25 | 3.59 | 22.83 | 3,843,607 |
| C1_5FP0 | 10,998 | 349.42 | 299.17 | 85.62 | 1.92 | 3,754.91 | 3.18 | 17.88 | 3,842,954 |
| C1_5SC0 | 4,032 | 952.67 | 875.12 | 91.86 | 64.97 | 7,174.65 | 3.28 | 13.78 | 3,841,183 |
| C1_5SP0 | 3,522 | 1,090.37 | 816.79 | 74.91 | 104.68 | 6,801.61 | 2.56 | 9.19 | 3,840,278 |
| C56CW0 | 11,136 | 353.53 | 546.33 | 154.54 | 1.85 | 6,088.46 | 4.23 | 22.14 | 3,936,880 |
| C56PW0 | 10,079 | 390.45 | 552.94 | 141.62 | 1.87 | 6,635.16 | 3.81 | 19.01 | 3,935,347 |
| C456CW0 | 10,852 | 362.33 | 588.43 | 162.40 | 1.78 | 6,681.37 | 4.13 | 20.98 | 3,932,020 |
| C456PW0 | 9,568 | 410.86 | 582.33 | 141.73 | 2.18 | 5,941.85 | 3.68 | 16.93 | 3,931,097 |
| C2_6FC0 | 10,673 | 359.60 | 596.79 | 165.96 | 1.75 | 6,360.58 | 4.25 | 22.07 | 3,838,004 |
| C2_6FP0 | 9,267 | 414.05 | 585.96 | 141.52 | 2.19 | 5,945.74 | 3.59 | 15.69 | 3,836,967 |
| C1_6FC0 | 9,796 | 391.72 | 651.89 | 166.41 | 1.62 | 6,867.64 | 4.21 | 21.76 | 3,837,337 |
| C1_6FP0 | 8,370 | 458.36 | 646.59 | 141.06 | 2.16 | 6,801.76 | 3.62 | 16.27 | 3,836,496 |
| C1_6SC0 | 3,000 | 1,274.18 | 1,841.67 | 144.54 | 58.68 | 11,913.28 | 3.28 | 11.10 | 3,822,526 |
| C1_6SP0 | 2,566 | 1,490.10 | 1,835.53 | 123.18 | 86.76 | 10,279.37 | 2.71 | 7.31 | 3,823,589 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 1998, spring 1999, fall 1999, spring 2000, spring 2002, and spring 2004.

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