7. DATA FILE CONTENTS AND COMPOSITE VARIABLES

This chapter describes the contents of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) eighth-grade data files and focuses largely on the composite variables that have been created. The eighth-grade data file can be used for longitudinal analysis in combination with the files from the base year (kindergarten year), first grade, third grade, and fifth grade. See chapter 9 for details about longitudinal analyses. The composites listed in this chapter refer to those created for eighth-grade only. In most instances, the composite specifications are identical to those created for the previous data collection rounds. Any changes from previous specifications are highlighted in this chapter. For reference, the base-year, first-, third-, and fifth-grade user's manuals are included in appendix C of the eighth-grade electronic codebook (ECB).

As noted in chapter 1, there is one child-level eighth-grade data file or catalog on the eighth-grade restricted-use file. 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) and the Field Management System (FMS).

The eighth-grade child catalog contains one record for each of the 9,725 participating children in spring-eighth grade. Included in the file are cases with a child assessment (conducted in spring 2007), a parent interview (conducted in fall 2006), or both. Eighth-grade school- and teacher-level data, including composites, are also stored in the child catalog. The file, named child8r.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. The eighth-grade restricted-use data file can be used for longitudinal analysis in combination with the files from the base year (kindergarten year), first grade, third grade, and fifth grade. See chapter 9 for details about longitudinal analyses.

The child catalog on the K-8 full sample public-use data file is named childk8p.dat. It contains one record for each of the 21,409 children who have data for at least one of the rounds of the ECLS-K (fall-kindergarten, spring-kindergarten, first, third, fifth grade, or eighth grade). As with the eighth grade file, childk8p.dat is stored in the root directory of the CD-ROM as an ASCII file, but 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. See chapter 10 for more information on the K-8 full sample public-use data file.

This chapter is divided into 10 sections. Sections 7.1 through 7.5 focus on the conventions used in the study and describe identification variables, the structure of the teacher variables, child assessment flags, missing values, and variable names. Section 7.6 provides details about the creation of composite variables on the eighth-grade data file. Section 7.7 focuses on the methodological variables. Section 7.8 discusses variables used to identify children who changed schools. Section 7.9 contains a table of the composite variables. Finally, section 7.10 describes masked variables.

7.1   Identification Variables

The eighth-grade data files (child8r.dat and childk8p.dat) contain a child identification (ID) variable (CHILDID) that uniquely identifies each record. Teachers on the child records are identified with the ID variables J71T_ID (English teacher ID, called the "reading" teacher ID in previous rounds) and J72T_ID (mathematics or science teacher ID). The structure of the teacher data in spring-eighth grade is similar to the data in spring-fifth grade because English/reading and mathematics or science teachers were asked to provide data, rather than one main teacher as was done prior to fifth grade. 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 a child's particular class (English and mathematics/science). For English, the ID variable name is J71CLASS. For mathematics/science, it is J72CLASS.

Schools are identified by the ID variable S7_ID (spring-eighth grade). The ID variable S7_ID indicates the school the child attended at the time of the spring-eighth grade data collection. Schools that joined the ECLS-K in the fifth grade have an "A" as the first character. Schools that joined the ECLS-K in the eighth grade have a "C," "D," or "E" as the first character. If it was not known where the child was at the beginning or the end of the round, the scheme shown in table 7-1 for assigning ID numbers was used. Section 7.8 provides further details on identifying children who changed schools.

Table 7-1.   Case status and school ID numbers for children not followed or located, spring-eighth grade: School year 2006–07

Case status	S7_ID
School not assigned. The child did not have any school information at the start of the round when cooperation was sought, and continued not to have school information or parent consent for assessment or parent interview.	9991
Not in the United States. The child now lives outside the U.S.	9993
Deceased. Information about the child indicates that he/she is deceased.	9994
Unlocatable. Field staff were unable to locate a transfer student in his/her new school.	9995

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

Each type of respondent (child, parent, English 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.

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 (J71T_ID and J72T_ID) are a concatenation of the school ID where the teacher was sampled, the letter "T," and a two-digit teacher number. In rounds of the study prior to spring-fifth grade, 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 numbering for the two-digit teacher numbers started with T60 so that teachers could be identified easily. In spring-eighth grade, the two-digit teacher numbers started with E01. Thus, in spring-eighth

grade 0002E01 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-, fifth-, and eighth-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 eighth-grade data file (and the first-, third-, and fifth-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 eighth-grade file, J71T_ID and J72T_ID are used to identify regular education teachers, and D7T_ID is used to identify special education teachers.

If there is no special education teacher, D7T_ID will be missing. If there is a special education teacher, D7T_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 F7SPECS 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 eighth grade, children were expected to have different teachers for English, mathematics, and science, and the teacher questionnaires were specific to each subject to reflect this. (In fifth grade, there were also separate teacher questionnaires for reading, mathematics, and science; however, in previous rounds there was one teacher questionnaire for all subjects.) For the spring-eighth

grade data collection, all children were assigned to have an English teacher complete questionnaires. Half the children were assigned to have a mathematics teacher complete questionnaires, and the other half were assigned to have a science teacher complete questionnaires. Thus, each child was linked to a maximum of two teachers: one for English, and one for either mathematics or science. However, a teacher could be linked to any number of children. In addition, although each child was linked for only two subjects, a teacher could be linked for three subjects (e.g., linked to child 1 for English/ mathematics, and linked to child 2 for English/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 level and time, child characteristics, textbooks, homework assignments, and criteria for grades, collected in the teacher questionnaire (one per each teacher linked to a responding ECLS-K child). The second type is data about the child, as reported by the English, mathematics, and science teacher.

As discussed in section 7.1, teachers on the child records are identified with the ID variables J71T_ID (English teacher ID) and J72T_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 (J71TQUEX, J72TQUEX, F7MTHSCI, T7SAMTCH)

There are three teacher flags on the file (J71TQUEX, J72TQUEX, F7MTHSCI) that identify the presence or absence of teacher data and indicate if the data are from the English, mathematics, or science teacher. There is also a flag (T7SAMTCH) that indicates if the teacher linked to the child for English and mathematics/science was the same. In the base year of the study, and in the rounds for first and third grades, 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 and eighth grades, the flags also corresponded to different teacher questionnaires but the data were collected from English (referred to as reading in spring-fifth grade), mathematics, and science teachers.

The flag J71TQUEX indicates whether there were English teacher data collected (0 = False; 1 = True), and the flag J72TQUEX 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 F7MTHSCI should be used (1 = Math, 2 = Science).

Using the flags J7TQUEX and F7MTHSCI 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 (J72TQUEX = 1) and, if so, examine data for children who were linked to a science teacher (F7MTHSCI = 2) rather than a mathematics teacher (F7MTHSCI = 1). If the child had science teacher data, the user would look at science questionnaire variables (all of which begin with the prefix N7). Mathematics teacher data (variables beginning with the prefix M7) would be missing for that child. Further information on variable prefixes is in section 7.5.

There is also a flag (T7SAMTCH) that indicates if the same teacher was linked to the child for both English and mathematics/science. If the value of the flag is 1 (True), then the teacher linked to the child for English and mathematics/science was the same person. If the value of the flag is 0 (False), then the teachers linked to the child for English and mathematics/science were different.

7.3   Child Assessment Flags (C7ENGFLG, C7MTHFLG, C7SCIFLG, C7STUDAT)

There are three flags that indicate the presence or absence of child assessment data. C7ENGFLG indicates the presence or absence of an English assessment; C7MTHFLG indicates the presence or absence of a mathematics assessment; and C7SCIFLG indicates the presence or absence of a science assessment. In addition, there is a flag, C7STUDAT, which indicates the presence or absence of student questionnaire data.

7.4   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, 2003–04, and 2006–07

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, spring 2004, and spring 2007.

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, "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. For the teacher and school data where the instruments are self-administered, "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 13. Question 13 asks whether the school participates in USDA's school breakfast program. If the answer to question 13 is "Yes," the questionnaire skips to question 15 about what time breakfast is served (regardless of whether the breakfast is part of the USDA program). If the answer to question 13 is "No," the questionnaire skips to question 14 about why the school does not participate in USDA's school breakfast program. If question 13 was left blank by the respondent, question 14 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 that 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 eighth-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-, fifth-, or eighth-grade files because only one form of the school administrator questionnaire was used.) An example of System Missing is nonparticipation 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 has ever been evaluated by a professional in response to his or her ability to pay attention or learn) and follow-up questions (e.g., whether there was a diagnosis of a problem from a professional) 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 P7MOMID 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-eighth grade.[28]

The ECLS-K eighth-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.

7.5 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: 7 for eighth grade [both fall and spring measures], 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, 8 indicates eighth grade; 5, 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) eighth-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 4.8 for cross-sectional weights and section 9.3 for longitudinal weights.

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[28] 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 eighth-grade variables and cross-sectional and cross-round longitudinal weights: School year 2006–07

Category	Description
Eighth-grade variables	
C7	Data/scores collected/derived from spring-eighth grade direct child assessment or student questionnaire data and spring-eighth grade weight variables
D7	Data collected from spring-eighth grade special education teacher questionnaire A
E7	Data collected from spring-eighth grade special education teacher questionnaire B
F7	Data from spring-eighth grade Field Management System (FMS)
G7	Data collected/derived from spring-eighth grade English teacher child-level questionnaire
IF	Imputation flags
J7	Data collected/derived from spring-eighth grade teacher questionnaire
M7	Data collected/derived from spring-eighth grade mathematics teacher child-level questionnaire
N7	Data collected/derived from spring-eighth grade science teacher child-level questionnaire
P7	Data/scores collected/derived from fall-eighth grade parent interview
R7	Derived child demographic or child status variables for spring-eighth grade
S7	Data collected/derived from spring-eighth grade school administrator questionnaire
W8	Eighth-grade parent composite variables
Cross-Sectional and Cross-Round Longitudinal Weights	
C7C	Child-level panel weight variable from spring-eighth grade
C7P	Child-level panel weight for parent data from fall-eighth grade
C7CPTE	Child-level panel weight for combined parent, child, and teacher data from spring-eighth grade
C7CPTM	Child-level panel weight for combined parent, child, and teacher data from spring-eighth grade, if using data from mathematics teacher
C7CPTS	Child-level panel weight for combined parent, child, and teacher data from spring-eighth grade, if using data from science teacher
C67C	Child-level panel weight variable from spring-fifth and spring-eighth grade

See note at end of exhibit.

Exhibit 7-2. Prefixes for eighth-grade variables and cross-sectional and cross-round longitudinal weights: School year 2006–07—Continued

Category	Description
Cross-Sectional and Cross-Round Longitudinal Weights —Continued	
C67P	Child-level panel weights for parent data from spring-fifth grade and fall-eighth grade
C567C	Child-level panel weight variable from spring-third grade, spring-fifth, and spring-eighth grade
C567P	Child-level panel weights for parent data from spring-third grade, spring-fifth and fall-eighth grade
C4_7C	Child-level panel weight variable from spring-first grade, spring-third grade, spring-fifth, and spring-eighth grade
C4_7P	Child-level panel weights for parent data from spring-first grade, spring-third grade, spring-fifth and fall-eighth grade
C2_7FC	Child-level panel weight variable from spring-kindergarten, spring-first grade, spring-third grade, spring-fifth, and spring-eighth grade
C2_7FP	Child-level panel weights for parent data from spring-kindergarten, spring-first grade, spring-third grade, spring-fifth, and fall-eighth grade
C1_7FC	Child-level panel weight variable from fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth, and spring-eighth grade
C1_7FP	Child-level panel weights for parent data from fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth, and fall-eighth grade
C1_7SC	Child-level panel weight variable from fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, spring-fifth, and spring-fifth grade
C1_7SP	Child-level panel weights for parent data from fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, spring-fifth, and fall-eighth 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, spring 2004, and spring 2007.

A few exceptions that do not follow the prefix convention below are as follows:[29]

- The identifiers CHILDID, PARENTID, and S7_ID.

- The composite T7GLVL. This variable indicates the grade level of the child.

- The composite variable R7R6SCHG. This variable indicates change in school between spring-fifth grade and spring-eighth grade. Source variables and other details for this and all other composite variables can be found in table 7-15.

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[29] 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, spring-fifth, and spring-eighth grades, these same demographic variables begin with the prefix R5 (e.g., R5RACE) for spring-third grade, R6 (e.g., R6RACE) for spring-fifth grade, and R7 (e.g., R7RACE) for spring-eighth 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.

7.6 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 child grade level and the percentage of minority children in the class. Variables constructed from the school data include the percentage of minority children in the school, school type, and the highest and lowest grade levels in the school. Variables constructed from the parent interview data include parent identifiers, parent demographics, household composition, household income, and poverty, 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 eighth grade. All basic child demographic variables are presented first, followed by variables for 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.

It should be noted that some composite variables in the eighth-grade file have changed from prior rounds. Some changes were due to differences in source variables (e.g., there were changes in the school administrator and teacher questionnaires, and the student records abstract and school facilities checklist were not used in spring-eighth grade), and other changes were due to content area deletions (e.g., there are no longer variables in the parent questionnaire about child care, nor variables in the teacher questionnaires about the percentage of limited-English-proficient children in the English, mathematics, and science classes).

7.6.1 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.

7.6.1.1 Child's Age at Assessment (R7AGE)

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 (R7DOBMM, R7DOBDD, R7DOBYY). 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 2007). If the assessment date fell outside these ranges, the modal assessment date for the child's school was used.

7.6.1.2 Gender (R7GENDER)

The eighth-grade gender composite was taken from the fifth-grade gender composite, if it was not missing. If it was missing, the third-grade composite was used. 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 reports of a child's sex, 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 the 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, R7GENDER was decided based on the most frequently reported gender from all sources of data, across all rounds of data collection. (The composite variable for R7GENDER 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 eighth-grade parent interview.

7.6.1.3 Child's Date of Birth (R7DOBYY, R7DOBMM, and R7DOBDD)

In the eighth grade, the child's date of birth was derived from the fifth-grade date of birth composites if they were not missing. If the fifth-grade composite was missing, the third-grade composite was used. 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 were 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 was 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 eighth-grade composite for date of birth was taken from a previous parent interview. Otherwise, date of birth was taken from the FMS.

7.6.1.4 Race/Ethnicity (W8AMERIN, W8ASIAN, W8PACISL, W8BLACK, W8WHITE, W8HISP, W8MT1RAC, W8RACETH, and R7RACE)

In spring-eighth grade, the race of the focal child was not collected in the parent interview if a parent interview had been conducted in any of the previous rounds; thus, for these cases, 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 (W8AMERIN, W8ASIAN, W8PACISL W8BLACK, W8WHITE, W8HISP, W8MT1RAC) from the parent interview data; (2) as a single race/ethnicity composite taken from the parent interview data (W8RACETH); 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 (R7RACE).

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 (W8RACETH and R7RACE) 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 W8RACETH (race/ethnicity) and R7RACE (race/ethnicity) both share these categories; however, FMS data were used to fill in missing parent report data for the variable R7RACE, and only parent report data were used for the variable W8RACETH. 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 W8RACETH, if the child's race/ethnicity information was available from the parent interview composite in a prior data collection (e.g., W5RACETH, W3RACETH, W1RACETH, WKRACETH), the value from the most recent year composite was used and copied forward.[30] If the data were missing for a child from all of these composites, W8RACETH was -9 (Not Ascertained).

For R7RACE, responses from the parent interview composite from fifth grade (R6RACE) were copied forward. If fifth-grade data were missing, responses from the composite from third grade (R5RACE) were used. If the third-grade composite, R5RACE, was missing, then the race variable based on parent interview data in the third grade were used (W3RACETH). If the third-grade composite was missing, the first-grade composite 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 eighth-grade were used.

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[30] 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, spring-fifth, and spring-eighth grades, these responses were treated as multiracial, and the relevant children were given a value of 8 (multiracial) for W3RACETH, W5RACETH, or W8RACETH.

It should be noted that for eighth-, fifth-, and third-grade variables R7RACE, 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 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, because the third grade race information is copied into composites in later rounds, the eighth, fifth-, and third-grade variables R7RACE, R6RACE, and R5RACE are different from RACE in previous rounds for a minority of cases.

7.6.1.5   Child's Height (C7HEIGHT)

To obtain good measurements, each child's height was measured twice. An additional variable was used in spring-eighth grade to allow assessors to add one-fourth, one-half-, and three-fourths inch measurements to the primary height variable recorded in whole inches. For the height composite C7HEIGHT, if the two height values from the instrument (i.e., C7HGT1 and C7HGT2 for spring-eighth grade) were less than 2 inches apart, the average of the two height values was computed and used as the composite value. Otherwise, the value that was closest to 65 inches for boys and 63 inches for girls, which is the 50th percentile score for 14-year-olds, was used as the composite value. The height average was determined by the National Center for Health Statistics (NCHS) in collaboration with the National Center for Chronic Disease Prevention and Health Prevention (NCCDPHP).

7.6.1.6   Child's Weight (C7WEIGHT)

Each child's weight was also measured twice. An additional variable was used in spring-eighth grade to allow assessors to add half-pound measurements to the primary weight variable recorded in whole pounds. For the weight composite (C7WEIGHT), if the two weight values from the instrument (i.e., C7WGT1 and C7WGT2 for spring-eighth 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 114 pounds for boys and 108 pounds for girls, the median weight for 14-year-olds as determined by NCHS in collaboration with the NCCDPHP, was used as the composite value.

7.6.1.7 Child's Body Mass Index (C7BMI)

Composite body mass index (BMI; variable name C7BMI) 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.

7.6.1.8 Child's Disability Status (P7DISABL)

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-eighth 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 P7DISABL 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 and spring-eighth grades, unlike previous rounds, another source variable used to code P7DISABL 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 P7DISABL was coded 1 (Yes). Also, in spring-eighth grade, as in spring-fifth grade, the composite P7DISABL 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, P7DISABL was coded 2 to indicate no reported disability.

It should be noted that the spring-third, -fifth, and -eighth 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. These include the following:

- Unlike the disability composite in fall-kindergarten that 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.

- The disability composites in spring-fifth and spring-eighth grades are different from other years of the study because they exclude children who have a diagnosis, but the diagnosis was that the child had "no problem." They also exclude children with correctable vision.

- 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 and form and/or color of objects, but not detail; if the child can see shadows and lights; or if the child sees no light or has no light perception.

- In both spring-fifth and spring-eighth grades, questions asked if the child ever had a disability rather than whether he or she 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 and spring-eighth grades are included.

7.6.2 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.

7.6.2.1 Number of Siblings (P7NUMSIB)

The composite P7NUMSIB 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.

7.6.2.2 Parent and Household Members' Age (P7LESS18, P7OVER18, P7HDAGE, and P7HMAGE)

There are several composite variables on the file that refer to the ages of adults and children in the household. These are P7LESS18 (total number of people in the household under age 18, including focal child, siblings, and other children), P7OVER18 (total number of people in the household age 18 or older, siblings, and other children), P7HDAGE (age of resident father), and P7HMAGE (age of resident mother). The ages of these persons in the household were collected during the fall-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 eighth grade, ages were collected for new household members. Otherwise, ages were based on incremented increases from spring-third grade values. Ages were first incremented in spring-third grade based on the round in which the person joined the household, updated again in spring-fifth grade by adding 2 years to the age calculated in spring-third grade, and updated again in the fall-eighth grade by adding 2 more years to the spring-fifth grade value. Although round 7 was 3 years later than round 6 in terms of the child's grade level (grade 5 in round 6, and grade 8 in round 7), data collection for parents was in the fall of the year in round 7 rather than in the spring as in other rounds, so there were not 3 full years between data collections. Thus, age was increased by 2 years rather than 3. 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-eighth grade (other than the focal child and twin) were increased by the numbers shown in table 7-2. Ages were increased incrementally each round of the study. The numbers in table 7-2 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 7-2.   Incremented ages of previous household members based on round entered study: School year
2006–07

Round in which household member joined study	Number of years added by spring-eighth grade to first age reported when household joined study
Fall 1998	+8
Spring 1999	+8
Fall 1999	+7
Spring 2000	+7
Spring 2002	+4
Spring 2004	+2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

7.6.2.3   Food Security Status

Food security status of the children's families was assessed based on responses to the 18 food security questions (P7WORRFD through P7NOMONY) in the spring-eighth 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 both spring-fifth and spring-eighth grades, 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.

When selecting a food security scale for a research application, the likely effects on the measures of the ages of children in the household should be taken into consideration. Young children in U.S. households are generally protected from disrupted diets and reduced food intake to a greater extent than are older children in the same households. The household scale combines adult and child items and, as a result, can reflect, in part, experiences of elder siblings of the sampled child. The Children's Food Security Scale refers to conditions among any/all of the children in the household, so it may also reflect the experiences of elder siblings of the sampled child. Thus, for many research applications, the adult scale may be preferred instead of the household scale or children's scale. In other applications, the household or children's scale may be used with controls for the presence and age of older children in the household. Comparisons of the food security of households over time could also be distorted by the higher probability that the sampled children will be affected by the food insecurity of the household as they grow older. Using the adult scale for such comparisons will avoid this problem.

7.6.2.4 Food Security Status: Continuous Measures (P7FSSCAL, P7FSCHSC, and P7FSADSC)

P7FSSCAL 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 (P7FSRAW). Valid values range from 1.4 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. P7FSSCAL 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.

P7FSCHSC is similar to P7FSSCAL 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 4.1 to 12.2, with higher values indicating more severe food deprivation. The scale score is undefined for households that affirmed no child-referenced items (see discussion of P7FSSCAL above).

P7FSADSC 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 1.7 to 11.1, with higher values indicating more severe food deprivation. The scale score is undefined for households that affirmed no adult-referenced items (see discussion of P7FSSCAL above).

7.6.2.5 Food Security Status: Categorical Measures (P7FSSTAT, P7FSCHST, and P7FSADST)

P7FSSTAT is a categorical measure of Household Food Security status formed by dividing P7FSSCAL 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 and spring-eighth grades, these categories have been collapsed into one. P7FSSTAT 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.

P7FSCHST 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 = 39, 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 two 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.

P7FSADST 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.

7.6.2.6   Food Security Status: Raw Scores (P7FSRAW, P7FSCHRA, and P7FSADRA)

The Household Food Security raw score, P7FSRAW, 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, P7FSCHRA, 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). It ranges from 0 to 8. P7FSADRA 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.

7.6.2.7   Socioeconomic Status (SES) and Poverty (W8DADSCR, W8MOMSCR, W8SESL, W8SESQ5, W8INCCAT, W8POVRTY)

Socioeconomic status (SES) was computed at the household level using data for the set of parents who completed the parent interview in the fall of eighth grade. The SES variable reflects the socioeconomic status of the household at the time of data collection (fall 2006). 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 (W8DADSCR, W8MOMSCR).

The variables were collected as follows:

- **Income.** The information about income was collected in the fall of eighth 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 7-3.

  Households that were determined to meet the size and income criteria related to poverty shown in table 7-4 were asked to report income to the nearest $1,000. (For simplicity, this is called exact income.) 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-eighth grade.

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

Table 7-3.   Levels of the detailed income range, fall-eighth grade: School year 2006–07

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), fall 2006.

Table 7-4.   Households asked to report income to the nearest $1,000, fall-eighth grade: School year
2006–07

Household size	Total household income
One	$10,000 or less
Two	$15,000 or less
Three or four	$20,000 or less
Five	$25,000 or less
Six	$30,000 or less
Seven or eight	$35,000 or less
Nine or more	$50,000 or less

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 2006.

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 7-5).

Table 7-5.   Missing data for SES source variables, fall-eighth grade: School year 2006–07

Variable	Number missing	Percent
Mother's education	271	3.2
Father's education	240	3.4
Mother's occupation	236	3.4
Father's occupation	290	4.3
Detailed income range	611	7.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 2006.

A two-stage procedure was used to impute missing values for parent's education and occupation, while missing values of the detailed income category were imputed in only one step. The procedure used for creating the SES variable was the same as the procedure used for previous rounds of the ECLS-K with the only difference that missing values of income category were all imputed by hot deck and not filled in with data from previous rounds that were at least 3 years old. However, income data from previous rounds were used to sort the records in the imputation cells so that the imputed values are from donors with the closest income values.

First, if a parent had completed an interview in the kindergarten-, first-, third-, or fifth-grade year, missing values for the fall-eighth grade education and occupation 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 fall-eighth 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 fall-eighth 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.

Second, education and occupation 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.

Detailed income category was brought forward from the most recent previous round, but was used only as a sort variable in the hot-deck procedure. All missing values of the detailed income category were imputed by hot deck. By using filled-in values from the previous rounds as a sort variable, the nearest neighbor was selected as donor for the missing value.

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 7-6 through 7-9 summarize the results.

Table 7-6.   Selected statistics on imputed parental education variables, fall-eighth grade: School year 2006–07

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	271	226	45	271
Father's education	240	177	63	240

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 2006.

Table 7-7.   Selected statistics on imputed labor force status, fall-eighth grade: School year 2006–07

Labor force status	Number of values filled from previous rounds	Number of values imputed by hot deck	Number of cases resolved
Mother			
Total missing			207
In labor force	147	19	166
Not in labor force	29	12	41
Father			
Total missing			173
In labor force	127	40	167
Not in labor force	4	2	6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 2006.

Table 7-8.   Selected statistics on imputed occupation variables, fall-eighth grade: School year 2006–07

Occupation	Number of values filled from previous rounds	Number of values imputed by hot deck	Number of cases resolved
Mother			
Total missing			277
Occupation	11	225	236
Not in labor force[1]	29	12	41
Father			
Total missing			296
Occupation	7	283	290
Not in labor force[1]	4	2	6

[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), fall 2006.

Table 7-9.   Selected statistics on imputed detailed income range, fall-eighth grade: School year 2006–07

| SES component | Total missing | Number of values filled from previous rounds | | Number of values imputed by hot deck | | Number of cases resolved |
| | | Broad income range | | Broad income range | | |
		Known	Unknown	Known	Unknown	
Detailed income range	611	0	0	294	317	611

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), fall 2006.

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 1. 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. W8SESL 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, W8SESL is the variable to use. A categorical SES variable (W8SESQ5) 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 fall-eighth grade parent weights. For categorical analyses, use W8SESQ5 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 (W8INCCAT) was also used to create a household-level poverty variable (W8POVRTY). Income was compared to census poverty thresholds for 2006, which vary by household size. Table 7-10 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.[31] Households whose income fell below the appropriate threshold were classified as poor (see table 7-10). For example, if a household contained two members, and the household income was lower than $13,167, then the household was considered to be below the poverty threshold.

If either the ECLS-K category or the amount from the detailed question about income would place the household in poverty, the household was flagged as poor. The categorical measure was generally the deciding factor for defining poverty status for the composite because the detailed question about income had a range check that did not allow detailed incomes much beyond the range of the categorical question; however, the range check did allow for incomes that were slightly above the categorical range. Thus, the income ranges and the exact income amounts in the poverty thresholds were not always perfectly aligned. For example, for households of 4 or more, the categorical limit was $15,000–$20,000, but a household with the exact income amount of $20,614 (just outside the categorical limits) would still be included as poor.

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[31] 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.

Table 7-10.   ECLS-K and census poverty thresholds for 2006: School year 2006–07

Household size	ECLS-K income categories	Census weighted average thresholds for 2006[1]
2	Less than or equal to $15,000	$13,167
3	Less than or equal to $20,000	$16,079
4	Less than or equal to $20,000	$20,614
5	Less than or equal to $25,000	$24,382
6	Less than or equal to $30,000	$27,560
7	Less than or equal to $35,000	$31,205
8	Less than or equal to $35,000	$34,774
9+	Less than or equal to $50,000	$41,499

[1] U.S. Census Bureau, Current Population Survey. http://www.census.gov/hhes/www/poverty/threshld/thresh06.html.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

7.6.2.8   Parent Education (W8PARED, W8DADED, and W8MOMED)

There are three parent education composites on the file. These are W8PARED (the highest level of education for the child's parents or nonparent guardians who reside in the household), W8DADED (father's highest level of education), and W8MOMED (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 was 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.

In fall-eighth grade, parent education level was updated from the spring-fifth grade composite variable value for education if it was a household that had been part of the spring-fifth 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-fifth 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-eighth grade composite.

If both parents/guardians resided in the household, W8PARED was the highest value for education level from either the mother/guardian in W8MOMED or the father/guardian in W8DADED. If the household only had one parent or guardian, then W8PARED was equal to either W8MOMED or W8DADED depending on which parent or guardian resided with the child. If the education data for either of the parents were missing[32] it was imputed, and the composite W8PARED was created based on both the reported and imputed data.

7.6.2.9   Parent Race/Ethnicity (P7HDRACE and P7HMRACE)

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 R7RACE for children. All data on parent race/ethnicity are derived from the parent interview. Race/ethnicity for parents is presented in the spring-eighth grade data file as a categorical race/ethnicity composite (for the father/male guardian it is P7HDRACE, and for the mother/female guardian it is P7HMRACE).

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 biracial or multiracial without specifying the race.[33] The dichotomous codes for each of the race variables are not provided on the spring-eighth 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.

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[32] Missing data were due to "Refused" or "Don't Know" answers from respondents.
[33] 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 and spring-eighth grades.

7.6.3   Teacher Composite Variable

Details about how a composite from the teacher data, child grade level, was created are provided here. This composite is listed and described in table 7-15.

In spring-fifth grade, there was another teacher composite for class size. It was based on class size responses about student gender and student race. In spring-eighth grade, there is only one source of data about class size (the class size variables for race are G7TOTRA, RDG Q13G; M7TOTRA, MTH Q12G; and N7TOTRA, SCI Q13G); therefore there was no need to create a composite for class size in spring-eighth grade.

7.6.3.1   Grade-Level Composite (T7GLVL)

To create the grade-level composite (T7GLVL), two sources of grade data were used: (1) information from the special education teacher part B questionnaire (E7ENRGR (SPB Q2) with answer categories for grades 5-10 and classes that were ungraded) and (2) information from the FMS (C_GRADE with answer categories for grades 2-10). Teacher reports were prioritized over the FMS because it was assumed that teachers had the best knowledge of the child's grade and that school records (on which the FMS was based) were more apt to be in error. If the teacher report from E7ENRGR was missing, the FMS variable C_GRADE was used. If both sources of information were missing, then T7GLVL was not ascertained. It should be noted that the ungraded category was renumbered in spring-eighth grade to incorporate ninth and tenth grades ("ungraded" was category 9 in spring-third grade, and is category 13 in spring-eighth grade).

In spring-fifth grade, the grade-level composite was created somewhat differently because there were five possible sources of information: (1) the reading teacher questionnaire (Q1 G6GRENRL for grade level); (2) the special education teacher questionnaire, part B (Q2 E7ENRGR for grade level); (3) the child assessment introductory section (AIQ.030 C6INGRAD); (4) the 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. If there was not a majority answer for grade level, the grade indicated in a particular source was selected, according to the hierarchy of (1) Classroom reading teacher, G6GRENRL; (2) Special education teacher, E7ENRGR; (3) Assessment

introduction, C6INGRAD; (4) Assessment closing, C6FIFTH and C6GRADE; and (5) FMS. 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 records abstract, but was included as part of the child assessment instead. The spring-eighth grade data collection did not include a student records abstract instrument.

7.6.4   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.

7.6.4.1   School Type (S7SCTYP)

In spring-eighth grade, the questions in the school administrator questionnaire changed, and some variables used in spring-fifth grade were not in the questionnaire. Also, rather than using a single question to determine whether the school was public (as in spring-fifth grade), in spring-eighth grade public schools were defined by three variables (comprehensive public school, public magnet school, or public school of choice).

In spring-eighth grade, S7SCTYP was created as follows: If Question 7 in the school administrator questionnaire (which of the following characterizes your school) was answered as a comprehensive public school (not including magnet school or school of choice) (S7REGSKL); a public magnet school (S7MAGSKL); or a public school of choice (open enrollment) (S7CHCESK), the school was coded as "public." Otherwise, if the question was answered as a Catholic school (S7CATHOL), the school was coded as "Catholic." If the question was answered as other private school, religious affiliation (S7OTHREL), the school as coded as "other religious." If the question was answered as private school, no religious affiliation (S7OTHEPRI), then the school was coded as "other private." Homeschooled

children (those schooled at home instead of at school) were coded as -1. If S7SCTYP could not be coded from the school administrator questionnaire, S6SCTYP, S5SCTYP, S4SCTYP, S3SCTYP, S2KSCTYP, and CS_TYPE2 were used. If those sources were also unavailable, a variable from the school master file was used. If S7SCTYP was missing from all sources, it was coded as -9 (Not Ascertained).

As noted above, the school type composite was created somewhat differently in previous rounds. In spring-fifth grade, S6SCTYP was created based on questions 5 (S6PUBLIC) (whether school is public) and 7 (S6CATHOL, S6OTHREL) (type of private school) from the school administrator questionnaire. If the response to question 5 (Is this a public school?) was "Yes," then S6SCTYP 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 was used. 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).

7.6.4.2   Public or Private School (S7PUPRI)

S7PUPRI is a less detailed version of school type (with only two categories—public and private) and is derived from the school type composite S7SCTYP described above. In spring-eighth grade, and in previous rounds of the study, it was created as follows. If S7SCTYP was 4 (public), then S7PUPRI was coded as "public" (1). If S7SCTYP was 1–3 (Catholic, other religious, other private), then S7PUPRI was coded as "private" (2). If S7SCTYP was coded as Not Ascertained (-9), then S7PUPRI

was -9 (Not Ascertained). If S7SCTYP was coded "Not Applicable," then S7PUPRI was coded "Not Applicable."

7.6.4.3   School and Grade-Level Enrollment (S7ENRLS, S7ENRL8)

There are two composite enrollment variables on the eighth-grade file: total school enrollment (S7ENRLS) and eighth-grade enrollment (S7ENRL8). Total school enrollment was created using the school enrollment variable from the school administrator questionnaire (S7ANUMCH). If this variable was missing, data for private schools were taken from the 2005–2006 Private School Universe Survey (PSS) and data for public schools were taken from the 2005-2006 CCD (Common Core of Data) 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).

The composite was created in the same way in previous rounds of the study; however, the highest category in spring-fifth grade was for 750 or more students. In spring-eighth grade, categories 5 and 6 have been changed to "750-999 students" and "1,000 and above students," respectively, to reflect the larger size of middle schools.

Eighth-grade enrollment was not obtained during data collection. The eighth-grade enrollment data for private schools came from the 2005–2006 PSS data. The enrollment data for public schools came from the 2005-2006 CCD public school universe data.

7.6.4.4   Percent Minority Students in the School (S7MINOR)

The composite variable S7MINOR indicates the percentage of minority students in a school in spring-eighth grade. The composite is based on a question in the school administrator questionnaire (Q11) that was used to ask about the number or percentage of students in the following categories: Asian or Pacific Islander; Hispanic, regardless of race; Black, not of Hispanic origin; White, not of Hispanic origin; American Indian or Alaska Native; 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 all rounds of the study since the first grade, 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-eighth 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.[34] 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 (S7ASNFL, S7HSPFL, S7BLKFL, S7WHTFL, S7INDFL, and S7OTHFL) were equal to 1 for each of the race variables S7ASNPCT, S7HISPPCT, S7BLKPCT, S7WHTPCT, S7INDPCT, S7OTHPCT, these six race/ethnicity variables were reported by the respondent as percentages.

It should be noted that the composite for percent minority has been created in the same way since first grade. 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 of either 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,-fifth, and-eighth grades, ethnicity and race were included in the same question.

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[34] 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 S7ADAFLG (average daily attendance reported as number/percent), S7ASNFLG (question about Asian or Pacific Islander teachers reported as number or percent), S7HSPFLG (question about Hispanic teachers reported as number or percent), S7BLKFLG (question about Black teachers reported as number or percent), S7WHTFLG (question about White teachers reported as number or percent), S7INDFLG (question about American Indian or Native Alaskan teachers reported as number or percent), and S7OTHFLG (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.

7.6.4.5 Highest and Lowest Grade at the School (S7HIGGRD, S7LOWGRD)

In spring-eighth grade, there were two composite variables that indicate the highest grade level in the school (S7HIGGRD) and the lowest grade level at the school (S7LOWGRD). Both variables were created by first coding answers of ungraded in question 6 of the school administrator questionnaire (What are the lowest and highest grade levels in your school?), and then coding the highest grade in the school and the lowest grade in the school, respectively. In previous rounds of the study, there was a composite for school instructional level (e.g., S6SCLVL) that had categories of less than first grade, primary school, elementary school, and combined school. However, because the study children were by then in schools that might be connected with grades higher than elementary school, the "combined" category is less useful than knowing the highest and lowest grade in the school, so the instructional level composite was not created for spring-eighth grade. The school-level composite from past rounds was used, though, if data from the spring-eighth grade school administrator questionnaire were missing about highest and lowest grades. If these data were also missing, a School Master file variable derived from PSS/CCD (not on file) was used for the composites.

7.6.4.6 School Lunch Composites (S7FLCH_I, S7RLCH_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 had nonzero child weight, C7CW0, or nonzero child-level parent weight, C7PW0) in spring-eighth 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. Specifically, school principals were asked to report on the total enrollment in the school (S7ANUMCH), the number of children in the school who were eligible for free school lunch (S7ELILNC), and the number of children who were eligible for reduced-price school lunch (S7ELIRED). The percent of children eligible for free school lunch is computed as the ratio of S7ELILNC over S7ANUMCH. Likewise, the percent of children eligible for reduced-price school lunch is the ratio of S7ELIRED over S7ANUMCH.

Not all schools completed the school administrator questionnaire, 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 fifth and eighth grades, 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 7-11 shows the level of missing data for the school lunch composite variables among the 2,266 public schools that had child or parent respondents in the eighth grade of the ECLS-K.

Table 7-11. Public schools with missing values of the school lunch composites, spring-eighth grade: School year 2006–07

School lunch composite	Number missing	Percent missing
Free lunch	247	10.9
Reduced-price lunch	256	11.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

A two-stage procedure was used to impute missing values for each school lunch composite variable. First, if a school had a nonmissing value for the school lunch composite in the kindergarten, first-grade, third- or fifth-grade year, missing values for the spring-eighth 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. In fifth grade, the information used to derive this variable was from S6TT1 ("whether school received Title I funds") and S6TT1TA ("whether Title I funds are targeted or school wide"), both from the school administrator questionnaire. If these two variables had missing values for fifth grade, then data from third grade or first grade (if third-grade data were also missing) or kindergarten (if third-grade and first-grade data were also missing) were used. If these data were missing from the school administrator questionnaire for all rounds, then the information from the most recent Common Core of Data (CCD 2002-03) was used. In eighth grade, these variables were dropped from the school administrator questionnaire. Consequently, the imputation process used the information from the CCD 2005-06. If these variables were missing from the CCD, then information from the school administrator questionnaire available from

the most recent round (fifth grade, third grade, first grade or kindergarten) was used. The values from these different sources are for the exact same schools participating in eighth grade and previous rounds.

The resolution of cases having missing data is shown for each school lunch composite in table 7-12 (for schools) and table 7-13 (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 7-12. Imputation of school lunch composites at the school level, spring-eighth grade: School year 2006–07

School lunch composite	Number missing	Values from previous round		Imputed by hot deck	
		n	Percent	n	Percent
Free lunch	247	25	10.1	222	89.9
Reduced-price lunch	256	27	10.5	229	89.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

Table 7-13. Results of imputation of school lunch composites at the child level, spring-eighth grade: School year 2006–07

School lunch composite	Number missing	Values from previous round		Imputed by Hot deck	
		n	Percent	n	Percent
Free lunch	751	88	11.7	663	88.3
Reduced-price lunch	779	108	13.9	671	86.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

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 4 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.

7.6.4.7 School Year Start and End Dates (S7SCHBDD, S7SCHBMM, S7SCHBYY, S7SCHEDD, S7SCHEMM, S7SCHEYY)

The composite for school year start and end dates was taken from the school administrator questionnaire (Q3, S7SYRSMM, S7SYRSDD, S7SYRSYY, S7SYREMM, S7SYREDD, S7SYREYY). If those data were missing, the values were taken from the FMS. In spring-fifth and spring-eighth grades, the answers for the starting date, year (S7SCHBYY) and the ending date, year (S7SCHEYY) had already been filled in for the school administrator when he or she received them. For this reason, the starting date, year was always 2006 and the ending date year was always 2007. This was done to prevent errors.

S7SCHBDD   S7 School Year Starting Date, Day

S7SCHBMM   S7 School Year Starting Date, Month

S7SCHBYY   S7 School Year Starting Date, Year

S7SCHEDD   S7 School Year Ending Date, Day

S7SCHEMM   S7 School Year Ending Date, Month

S7SCHEYY   S7 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 in 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 an "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.

7.6.5 FMS Composite Variables

The composite variables created from FMS data follow.

7.6.5.1 Year-Round Schools (F7YRRND)

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).

7.6.5.2 Indicator of Whether Child Received Special Education Services (F7SPECS)

The composite variable F7SPECS indicates whether or not the child received special education services in the spring of eighth 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.

7.6.5.3 Indicator of Whether Child Has an Individualized Education Plan (IEP) on Record at School (F7RIEP)

The variable F7RIEP indicates whether or not the child had an IEP or Individualized Family Service Plan (IFSP) on record at his or her school or another school in the spring of eighth grade. This information was recorded on the student work grid in the FMS in spring-eighth grade rather than in the student records abstract as was done in spring-fifth grade. For this reason, the prefix had changed from "U" for the student record abstract to "F" for the FMS. 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, F7RIEP was coded as -9 (Not Ascertained).

7.6.6 Parent Identifiers and Household Composition (P7DADID, P7MOMID, P7HPARNT, P7HDAD, P7HMOM, P7HFAMIL, P7MOMTYP, P7DADTYP)

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 parent 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 P7HPARNT, P7HDAD, P7HMOM, and P7HFAMIL and parent-type variables P7MOMTYP, and P7DADTYP.

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 P7HFAMIL, 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; and
- 5 = other.

Parent figures were placed in the "other" category for this composite. Likewise, for the composite P7HPARNT, 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 P7HMOM and "no resident father" for P7HDAD. 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):

- P7DADID (household roster number of resident father, male guardian, or father figure);

- P7HDAGE (age of resident father, male guardian, or father figure);

- P7HDRACE (race and ethnicity of the father, male guardian, or father figure in the household);

- P7HDEMP (the employment status of the father, male guardian, or father figure in the household);

- P7DADOCC (father, male guardian, or father figure's occupation);

- W8DADED (father, male guardian, or father figure's highest level of education); and

- W8DADSCR (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 (P7REL_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 P7PER_1, etc.) is the child's parent, and the respondent's spouse/partner (identified from P7SPOUSE) 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; and

- ■ 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 P7EDUP1 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., P7NDEG_1, P7DEGT_1, P7ENR_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 P7EDUP2 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., P7NDEG_2, P7DEGT_2, P7ENR_2, etc.). The suffix "_2" indicates that the data are for the second subject of the questions. Table 7-14 identifies the pointer variables.

Table 7-14. Pointers to parent figure questions, spring-eighth grade: School year 2006–07

Person pointer		Interview item	
P7EDUP1	P7 PEQ010–060 HH PERSON POINTER 1	P7NDEG_1 P7DEGT_1 P7HIS_1	P7 PEQ010 PERS 1 COMPLETED NEW DEGREE P7 PEQ020 PERS 1 DEGREE TYPE COMPLETED P7 PEQ021 IF PERS 1 HIGH SCHOOL DIPLOMA
P7EDUP2	P7 PEQ010–060 HH PERSON POINTER 2	P7NDEG_2 P7DEGT_2 P7HIS_2	P7 PEQ010 PERS 2 COMPLETED NEW DEGREE P7 PEQ020 PERS 2 DEGREE TYPE COMPLETED P7 PEQ021 IF PERS 2 HIGH SCHOOL DIPLOMA
P7EMPP1	P7 EMQ010–150 HH PERSON POINTER 1	P7CHJB_1 P7PAY_1 P7VAC_1 P7JOB_1 P7HRS_1 P7LOK_1 P7DO1_1 P7DO2_1 P7DO3_1 P7DO4_1 P7DO5_1 P7DO6_1 P7DO7_1 P7TAK_1 P7CHJB_2 P7PAY_2 P7VAC_2	P7 EMQ010 PERS 1 CHNGD JOB SNC SPR 2002 P7 EMQ020 PERS 1 HAD PAID JOB LAST WEEK P7 EMQ030 IF PERS 1 ON LEAVE PAST WEEK P7 EMQ040 PERSON 1 NUMBER OF ALL JOBS P7 EMQ050 PERSON 1 HOURS/WK AT ALL JOBS P7 EMQ060 PERS 1 SOUGHT JOB LAST 4 WEEKS P7 EMQ070 PERS 1 CHKD W/PUB EMPL AGENCY P7 EMQ070 PERS 1 CHKD W/PRIV EMP AGENCY P7 EMQ070 PERS 1 CHKD W/EMPLOYER DIRECTLY P7 EMQ070 PERS 1 CHKD W/FRIENDS & REL P7 EMQ070 PERS 1 PLACED OR ANSWERED ADS P7 EMQ070 PERS 1 READ WANT ADS P7 EMQ070 PERS 1 DID SOMETHING ELSE P7 EMQ100 PERS 1 JOB AVAILABLE LAST WEEK P7 EMQ010 PERS 2 CHNGD JOB SNC SPRING 2002 P7 EMQ020 PERS 2 HAD PAID JOB LAST WEEK P7 EMQ030 IF PERS 2 ON LEAVE PAST WEEK
P7EMPP2	P7EMQ010–150 HH PERSON POINTER 2	P7JOB_2 P7HRS_2 P7LOK_2 P7DO1_2 P7DO2_2 P7DO3_2 P7DO4_2 P7DO5_2 P7DO6_2 P7DO7_2 P7TAK_2	P7 EMQ040 PERSON 2 NUMBER OF ALL JOBS P7 EMQ050 PERSON 2 HOURS/WK AT ALL JOBS P7 EMQ060 PERS 2 SOUGHT JOB LAST 4 WEEKS P7 EMQ070 PERS 2 CHKD W/PUB EMPL AGENCY P7 EMQ070 PERS 2 CHKD W/PRIV EMP AGENCY P7 EMQ070 PERS 2 CHKD W/EMPLOYER DIRECTLY P7 EMQ070 PERS 2 CHKD W/FRIENDS & REL P7 EMQ070 PERS 2 PLACED OR ANSWERED ADS P7 EMQ070 PERS 2 READ WANT ADS P7 EMQ070 PERS 2 DID SOMETHING ELSE P7 EMQ100 PERS 2 JOB AVAILABLE LAST WEEK

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

7.6.7   Industry and Occupation Codes Used in the 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

This 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.

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 with 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 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**

This 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 it 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. Included in this category are tool and die makers, pattern and model makers, machinists, jewelers, engravers, and so on. Also included are some food-related workers 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 vehicle 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 into the categories above (e.g., occupations that are strictly military, such as "tank crew member" and "infantryman").

7.7 Methodological Variables

To facilitate methodological research, 11 variables are included on the eighth-grade data file. The identifiers for parent interview work area (F7PWKARE), parent interviewer (F7PINTVR), and child assessment work area (F7CWKARE) were extracted from the FMS.

Finally, an indicator variable (F7PREFCV, 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 F7PREFCV are 1=YES (refused but were converted to be a participant) and 2=NO (did not refuse).

7.8 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 of data collection.

7.8.1 Children Who Changed Schools Between Rounds (R7R6SCHG)

A variable on the file that will be of interest to users examining school change is R7R6SCHG (school type change between spring-fifth grade and spring-eighth grade). It 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.). R7R6SCHG is created by comparing the school IDs from spring-fifth grade and spring-eighth grade for children who were in the spring-fifth grade data collection. A difference in IDs indicated a change. If there was no difference in IDs, R7R6SCHG was coded 1 (child did not change schools). For children who changed schools, the spring-fifth grade school type variable S6SCTYP was compared to the spring-eighth grade school type variable S7SCTYP. 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 6 was used for those children who transferred schools, but school type was unknown. Children who were not in the spring-fifth grade data collection were coded -9, "Not Ascertained," on R7R6SCHG. Children who were homeschooled in spring-fifth grade or spring-eighth grade were coded -1, "Not Applicable," for R7R6SCHG.

In previous rounds of the study, there was also a variable that indicated whether a student moved to a "destination school" (e.g., R6DEST in spring-fifth grade). 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 a particular grade or a school that had closed. In spring-eighth grade, the majority of students would have moved from elementary to middle/junior high schools, so this variable was less useful and it was not used in spring-eighth grade.

► *Please note that the last two columns of table 7-15 in section 7.9 contain information that is file-specific. Information for the restricted-use file is contained in the second to last column while information for the K-8 full sample public-use file is contained in the last column of table 7-15.*

7.9　　　　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-eighth grade, CHILDGEN. If this variable was missing, or had conflicting information across rounds of the study, information about gender was used from the FMS or child report. The variable CHILDGEN is not included in the final dataset, but the composite R7GENDER 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 7.10. All values for variables in the K-8 full sample public-use file are shown in the last column of table 7-15, including those that were recoded.

►　　*Please note that the following section (7.10) applies to the K-8 full sample public-use file. It does not apply to the eighth-grade restricted-use file.*

7.10　　　　Masked Variables

For some of the variables on the K-8 full sample public-use file, 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 K-8 full sample 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 both data files (restricted-use and K-8 full sample public-use) 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 K-8 full sample 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 K-8 full sample 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 D7) and from the special education teacher questionnaire part B (i.e., all variables with the prefix E7) have been suppressed in the eighth-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 D7 or E7.

Table 7-15. Spring-eighth grade composite variables: School year 2006–07

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
1	R7AGE	Child	Child's age in months at the time the direct child assessment occurred	R7DOBMM, R7DOBDD, R7DOBYY (composites) or previous round date of birth variables if child was not in round 6, assessment date (taken from Student Questionnaire completion date or from FMS)	Continuous	Recoded to the following: 1=Less than 126, 2=126 to less than 132, 3=132 to less than 138, 4=138 to less than 144, 5=144 or more
2	R7GENDER	Child	Child's gender	R6GENDER, CHILDGEN (INQ016 from previous parent interview, not delivered), FMS (variable not delivered), GENDER (composite from previous rounds)	1=Male; 2=Female	1=Male; 2=Female
3	R7DOBMM	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	1–12	1–12
4	R7DOBDD	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	1–31	1–31
5	R7DOBYY	Child	Child's date of birth year	R6DOBYY, DOBYY, CHILDDOB (not delivered) from first data collection in which reported in parent interview, and FMS date of birth variable	1990–1995	Recoded to a minimum value of 1992 and a maximum value of 1993

See note at end of table.

Table 7-15.   Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
6	W8RACETH	Child	Race and ethnicity of the focal child	W5RACETH, W3RACETH, W1RACETH, WKRACETH (composites)	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	R7RACE	Child	Race and ethnicity of the focal child	W3RACETH, W1RACETH, WKRACETH, RACE from previous round (composites), C_RACE (FMS, not delivered), HI_PSU (FMS, not delivered)	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	W8AMERIN	Child	Child is American Indian or Alaska Native	W5AMERIN, W3AMERIN, W1AMERIN, WKAMERIN (composites)	1=Yes, 2=No	1=Yes, 2=No
9	W8ASIAN	Child	Child is Asian	W5ASIAN, W3ASIAN, W1ASIAN, WKASIAN (composites)	1=Yes, 2=No	1=Yes, 2=No
10	W8BLACK	Child	Child is African American	W5BLACK, W3BLACK, W1BLACK, WKBLACK (composites).	1=Yes, 2=No	1=Yes, 2=No

See note at end of table.

Table 7-15. Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
11	W8PACISL	Child	Child is Native Hawaiian or other Pacific Islander	W5PACISL, W3PACISL, W1PACISL, WKPACISL (composites)	1=Yes, 2=No	1=Yes, 2=No
12	W8WHITE	Child	Child is White	W5WHITE, W3WHITE, W1WHITE, WKWHITE (composites)	1=Yes, 2=No	1=Yes, 2=No
13	W8MT1RAC	Child	Child is more than one race	W5MT1RAC, W3MT1RAC, W1MT1RAC, WKMT1RAC (composites)	1=Yes, 2=No	1=Yes, 2=No
14	W8HISP	Child	Child is Hispanic	W5HISP, W3HISP, W1HISP, WKHISP (composites)	1=Yes, 2=No	1=Yes, 2=No
15	C7BMI	Child	Child's spring-eighth grade body mass index	C7HEIGHT, C7WEIGHT (composites)	Continuous	Continuous
16	C7HEIGHT	Child	Child's spring-eighth grade composite height	C7HGT1, C7HGT1A, C7HGT2, C7HGT2A	Continuous	Continuous
17	C7WEIGHT	Child	Child's spring-eighth grade composite weight	C7WGT1, C7WGT1A, C7WGT2, C7WGT2A	Continuous	Continuous
18	P7DISABL	Child	Child has a disability	P7DIAGNO (CHQ050), P7PROFFD (CHQ110), P7COMMU2 (CHQ170), P7DIFFH3 (CHQ210), P7VISIO2 (CHQ300), P7CORREC (CHQ316), P7RSVTSY (CHQ520), P7DIABEH (CHQ335), P7DIAEMO (CHQ360) P7DGNATT (CHQ.060) P7DGNACT (CHQ.120) P7DGNBEH (CHQ.337) P7DGNEMO (CHQ.365) P7BESTEY (CHQ.320)	1=Yes, 2=No	1=Yes, 2=No

See note at end of table.

Table 7-15.   Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
19	F7SPECS	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
20	F7RIEP	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	F7IEP (FMS) *Note: In round 7, this is from the student work grid in the FMS.*	1=Child has IEP/IFSP on record at his/her school or another school 2=Child does not have an IEP/IFSP	1=Child has IEP/IFSP on record at his/her school or another school 2=Child does not have an IEP/IFSP
21	R7R6SCHG	Child	School type change between spring-fifth grade and spring-eighth grade	School ID, S7SCTYP, S6SCTYP *Note: Because children would normally change schools between elementary and middle school, the wording in categories 2 through 6 was changed from "transferred"(as it was in previous rounds) to "moved."*	1=Child did not change schools 2=Child moved from public to public 3=Child moved from private to private 4=Child moved from public to private 5=Child moved from private to public 6=Child moved, other	1=Child did not change schools 2=Child moved from public to public 3=Child moved from private to private 4=Child moved from public to private 5=Child moved from private to public 6=Child moved, other

See note at end of table.

Table 7-15. Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
22	R7ELIG	Child	Eligibility status of child	Child raw assessment status, ASSESSME (not on file)	1=Eligible 2=Ineligible, out of scope 3=Ineligible, moved out of the country 4=Ineligible, deceased 5=Category 5 not in use in round 7	1=Eligible 2=Ineligible, out of scope 3=Ineligible, moved out of the country 4=Ineligible, deceased 5=Category 5 not in use in round 7
23	C7ASMTST	Child	Child assessment status	C7ENGFLG, C7MTHFLG, C7SCIFLG, statistical flag SCORE_FG (not on file), presence or absence of height/weight or student questionnaire data	1=Completely scorable assessment data 2=Partially completed scorable assessment data 3=Category not in use in round 7 4=Child with disability, not assessed 5=Nonrespondent	1=Completely scorable assessment data, 2=Partially completed scorable assessment data, 3=Category not in use in round 7 4=Child with disability, not assessed 5=Nonrespondent
24	C7ENGFLG	Child	Presence of completed English assessment data	Presence or absence of English assessment	0=False, 1=True	0=False, 1=True
25	C7MTHFLG	Child	Presence of completed math assessment data	Presence or absence of math assessment	0=False, 1=True	0=False, 1=True
26	C7SCIFLG	Child	Presence of completed science assessment data	Presence or absence of science assessment	0=False, 1=True	0=False, 1=True

See note at end of table.

Table 7-15.   Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
27	C7STUDAT	Child	Presence of completed student questionnaire data	Presence or absence of student questionnaire	0 = False, 1 = True	0 = False, 1 = True
28	P7MOMID	Family/ household (HH)	Household roster number of resident mother, female guardian, or mother figure	P7REL_1 to P7REL_25 (FSQ.130), P7UNR_1 to P7UNR_25 (FSQ.180), P7SPOUSE (FSQ.120), P7MOM_1 through P7MOM_25 (FSQ.140)	1–25	1–25
29	P7DADID	Family/HH	Household roster number of resident father, male guardian or father figure	P7REL_1 to P7REL_25 (FSQ.130), P7UNR_1 to P7UNR_25 (FSQ.180), P7SPOUSE (FSQ.120), P7DAD_1 through P7DAD_25 (FSQ.150)	1–25	1–25
30	P7HPARNT	Family/HH	Classification of the focal child's parents who reside in the household	P7REL_1 through P7REL_25 (FSQ.130), P7UNR_1 through P7UNR_25 (FSQ.180), P7HMOM, P7HDAD (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)

See note at end of table.

Table 7-15.　Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
31	P7HFAMIL	Family/HH	Family type categories using both parent and sibling information	P7REL_1 through P7REL_25 (FSQ.130), P7UNR_1 through P7UNR_25 (FSQ.180), P7HMOM, P7HDAD, P7NUMSIB (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
32	P7NUMSIB	Family/HH	Total number of siblings with whom the focal child lives, including anyone reporting himself or herself as the child of the focal child's foster parent/guardian	P7REL_1 to P7REL_25 (FSQ.130)	Continuous	Continuous
33	P7LESS18	Family/HH	Total number of household members younger than 18 years old	HHNUMBER and HH18ANDOVER (parent interview flags not on file)	Continuous	Continuous
34	P7OVER18	Family/HH	Total number of household members age 18 or older	HH18ANDOVER (parent interview flags not on file)	Continuous	Continuous
35	P7HTOTAL	Family/HH	Total number of household members	HHNUMBER (parent interview flag not on file)	Continuous	Continuous

See note at end of table.

Table 7-15.   Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
36	P7TWIN	Family/HH	Household has sampled twins	P7PER_1 to P7PER_25 (person type in Family Structure section (FSQ) roster)	0=No twin in HH, 1=Twin in HH	0=No twin in HH, 1=Twin in HH
37	W8POVRTY	Family/HH	Poverty indicator	P7HILOW (PAQ.100), P7INCCAT(PAQ.110), W8INCCAT, P7HTOTAL (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
38	W8INCCAT	Family/HH	Household income	P7INCCAT(PAQ.110)	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	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

See note at end of table.

Table 7-15.　Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
39	W8SESL	Family/HH	Socioeconomic scale	W8INCCAT, W8MOMED, W8DADED, W8MOMSCR, W8DADSCR (all composites)	Continuous	Continuous
40	W8SESQ5	Family/HH	Quintile indicator for W8SESL	W8SESL (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)
41	W8PARED	Family/HH	Highest level of education for the child's parents or nonparental guardians who reside in the household. If only one parent or guardian resides in the household, W8PARED reflects that parent's education level.	W8MOMED, W8DADED (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-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
42	W8MOMSCR	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-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth grade restricted-use file values	K-8 full sample public-use file values
42	W8MOMSCR —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
43	P7HDAD	Family/HH	Indicates whether the birth, adoptive, step or foster father of the focal child resides in the household with the focal child	P7REL_1 through P7REL_25 (FSQ.130), P7DAD_1 through P7DAD_25 (FSQ.150), P7UNR_1 through P7UNR_25 (FSQ.180), P7PARTNR (FSQ.110), P7SPOUSE (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
44	P7HDAGE	Family/HH	Age of resident father, male guardian or father figure	P7AGE_1 through P7AGE_25 (FSQ.030), P7DADID	Continuous	Continuous
45	P7HDRACE	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 P7RC1_1 through P7RC6_1 up to P7RC1_25 through P7RC6_25 (FSQ.195), and P7HSP_1 through P7HSP_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-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
46	W8DADSCR	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-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
46	W8DADSCR —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
47	W8DADED	Family/HH	The father, male guardian, or father figure's highest level of education	P7NDEG_1 through P7NDEG_2 (PEQ.010), P7DEGT _1 through P7DEGT _2 (PEQ.020), P7HSD_1 through P7HSD_2 (PEQ.021)	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
48	P7HDEMP	Family/HH	The work status of the father, male guardian or father figure in the household.	P7HRS_1, _2 (EMQ.050), P7PAY_1, _2 (EMQ.020), P7VAC_1, _2 (EMQ 030), P7LOK_1, _2 (EMQ.060), P7DO1_1, _2 (EMQ.070), P7DO2_1, _2 (EMQ.070), P7DO3_1, _2 (EMQ.070), P7DO4_1, _2 (EMQ.070), P7DO5_1, _2 (EMQ.070), P7DO6_1, _2 (EMQ.070), P7DO7_1, _2 (EMQ.070), P7CHJB_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-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
49	P7DADOCC	Family/HH	Father, male guardian or father figure's occupation	Combination of P7CHJB_1, _2 (EMQ.010), EMQ.120, EMQ.130, and EMQ.140 (not on file)	01 Executive, Admin, Managerial Occupation 02 Engineers, Surveyors, & Architects 03 Natural Scientists & Mathematicians 04 Social Scientist/Workers, Lawyers 05 University Teachers, Postsecondary Counselors, Librarians 06 Teacher, except postsecondary 07 Physicians, Dentists, Veterinarians 08 Registered Nurses, Pharmacists 09 Writers, Artists, Entertainers, Athletes 10 Health Technologists & Technicians 11 Technologists, except Health 12 Marketing & Sales Occupation 13 Administrative Support, incl. Clerk 14 Service Occupations 15 Agriculture, Forestry, Fishing	01 Executive, Admin, Managerial Occupation 02 Engineers, Surveyors, & Architects 03 Natural Scientists & Mathematicians 04 Social Scientist/Workers, Lawyers 05 University Teachers, Postsecondary Counselors, Librarians 06 Teacher, except postsecondary 07 Physicians, Dentists, Veterinarians 08 Registered Nurses, Pharmacists 09 Writers, Artists, Entertainers, Athletes 10 Health Technologists & Technicians 11 Technologists, except Health 12 Marketing & Sales Occupation 13 Administrative Support, incl. Clerk 14 Service Occupations 15 Agriculture, Forestry, Fishing

See note at end of table.

Table 7-15.   Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
49	P7DADOCC —Continued	Family/HH	Father, male guardian, or father figure's occupation	Combination of P7CHJB_1, _2 (EMQ.010), EMQ.120, EMQ.130, and EMQ.140 (not on file)	16 Mechanics & Repairs 17 Construction & Extractive Occupations 18 Precision Production Occupation 19 Production Working Occupation 20 Transportation, Material Moving 21 Handler, Equip, Cleaner, Helpers, Labor 22 Unemployed or Retired	16 Mechanics & Repairs 17 Construction & Extractive Occupations 18 Precision Production Occupation 19 Production Working Occupation 20 Transportation, Material Moving 21 Handler, Equip, Cleaner, Helpers, Labor 22 Unemployed or Retired
50	P7HMOM	Family/HH	Indicates whether the birth, adoptive, step-, or foster mother of the focal child resides in the household with the focal child	P7REL_1 through P7REL_25 (FSQ.130), P7MOM_1 through P7MOM_25 (FSQ.140), P7UNR_1 through P7UNR_25 (FSQ.180), P7PARTNR (FSQ.110), P7SPOUSE (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
51	P7HMAGE	Family/HH	Age of resident mother, female guardian or mother figure	P7AGE_1 through P7AGE_25 (FSQ.030), P7MOMID	Continuous	Continuous

See note at end of table.

Table 7-15.   Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth grade restricted-use file values	K-8 full sample public-use file values
52	P7HMRACE	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 W8RACETH specs for details. The original race variables are P7RC1_1 through P7RC6_1 up to P7RC1_25 through P7RC6_25 (FSQ.195), and P7HSP_1 through P7HSP_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
53	W8MOMED	Family/HH	Mother, female guardian, or mother figure's highest level of education	P7NDEG_1 through P7NDEG_2 (PEQ.010), P7DEGT_1 through P7DEGT_2 (PEQ.020), P7HSD_1 through P7HSD_2 (PEQ.021)	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
54	P7HMEMP	Family/HH	The work status of the mother, female guardian, or mother figure in the household	P7HRS_1, _2 (EMQ.050), P7PAY_1, _2 (EMQ.020), P7VAC_1, _2 (EMQ 030), P7LOK_1, _2 (EMQ.060), P7DO1_1, _2 (EMQ.070), P7DO2_1, _2 (EMQ.070), P7DO3_1, _2 (EMQ.070), P7DO4_1, _2 (EMQ.070), P7DO5_1, _2 (EMQ.070), P7DO6_1, _2 (EMQ.070), P7DO7_1, _2 (EMQ.070), P7CHJB_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-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
55	P7MOMOCC	Family/HH	Mother, female guardian, or mother figure's occupation	Combination of P7CHJB_1, _2, EMQ.010, EMQ.120, EMQ.130, and EMQ.140 (not on file)	01 Executive, Admin, Managerial Occupation	01 Executive, Admin, Managerial Occupation
					02 Engineers, Surveyors, & Architects	02 Engineers, Surveyors, & Architects
					03 Natural Scientists & Mathematicians	03 Natural Scientists & Mathematicians
					04 Social Scientist/Workers, Lawyers	04 Social Scientist/Workers, Lawyers
					05 University Teachers, Postsecondary Counselors, Librarians	05 University Teachers, Postsecondary Counselors, Librarians
					06 Teachers, except postsecondary	06 Teachers, except postsecondary
					07 Physicians, Dentists, Veterinarians;	07 Physicians, Dentists, Veterinarians;
					08 Registered Nurses, Pharmacists	08 Registered Nurses, Pharmacists
					09 Writers, Artists, Entertainers, Athletes	09 Writers, Artists, Entertainers, Athletes
					10 Health Technologists & Technicians	10 Health Technologists & Technicians
					11 Technologists, except Health	11 Technologists, except Health
					12 Marketing & Sales Occupation	12 Marketing & Sales Occupation
					13 Administrative Support, including Clerk	13 Administrative Support, including Clerk
					14 Service Occupations	14 Service Occupations
					15 Agriculture, Forestry, Fishing Occupations	15 Agriculture, Forestry, Fishing Occupations
					16 Mechanics & Repairs	16 Mechanics & Repairs

See note at end of table.

Table 7-15. Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
55	P7MOMOCC —Continued	Family/HH	Mother, female guardian, or mother figure's occupation	Combination of P7CHJB_1, _2, EMQ.010, EMQ.120, EMQ.130, and EMQ.140 (not on file)	17 Construction & Extractive Occupations 18 Precision Production Occupation 19 Production Working Occupation 20 Transportation, Material Moving 21 Handler, Equip, Cleaner, Helpers, Labor 22 Unemployed or Retired	17 Construction & Extractive Occupations 18 Precision Production Occupation 19 Production Working Occupation 20 Transportation, Material Moving 21 Handler, Equip, Cleaner, Helpers, Labor 22 Unemployed or Retired
56	P7ABSDAD	Family/ HH	Type of nonresident father	P7REL_1 through P7REL_25 (FSQ.130), P7CTP_N1, P7CTP_N2, P7CTP_N3, P7CTP_N4 (all from item NRQ.100), Preload.NRQIsDeceased2 (Was NonResident biofather deceased in R1, R2, R4, R5, R6); Preload.NRQIsDeceased4 (Was NonResident adoptive father deceased in R1, R2, R4, R5, R6)	1=Biological only, 2=Both biological and adoptive	1=Biological only, 2=Both biological and adoptive
57	P7ABSMOM	Family/HH	Type of nonresident mother	P7REL_1 through P7REL_25 (FSQ.130), P7CTP_N1, P7CTP_N2, P7CTP_N3, P7CTP_N4 (all from item NRQ.100), Preload.NRQIsDeceased1 (Was NonResident biomother deceased in R1, R2, R4, R5, or R6); Preload.NRQIsDeceased3 (Was NonResident adoptive mother deceased in R1, R2, R4, R5, or R6)	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-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
58	P7FSRAW	Family/HH	Household food security raw score, a simple count of the number of food security items affirmed by the parent	P7WORRFD (FDQ.130A), P7FDLAST (FDQ.130B), P7BLMEAL (FDQ.130C), P7LOWCST (FDQ.130D), P7NOBAL (FDQ.130E), P7CANTAF (FDQ.130F), P7EVCUT2 (FDQ.140), P7EVCUT (FDQ.150), P7EATLES (FDQ.160), P7HUNGRY (FDQ.170), P7LOSEWT (FDQ.180), P7NOTEAT (FDQ.190), P7NOTEA2 (FDQ.200), P7CUTML (FDQ.210), P7CHSKIP (FDQ.220), P7OFTCUT (FDQ.230), P7CHIEVR (FDQ.240), P7NOMONY (FDQ.250)	Continuous	Continuous
59	P7FSSCAL	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.	P7WORRFD (FDQ.130A), P7FDLAST (FDQ.130B), P7BLMEAL (FDQ.130C), P7LOWCST (FDQ.130D), P7NOBAL (FDQ.130E), P7CANTAF (FDQ.130F), P7EVCUT2 (FDQ.140), P7EVCUT (FDQ.150), P7EATLES (FDQ.160), P7HUNGRY (FDQ.170), P7LOSEWT (FDQ.180), P7NOTEAT (FDQ.190), P7NOTEA2 (FDQ.200), P7CUTML (FDQ.210), P7CHSKIP (FDQ.220), P7OFTCUT (FDQ.230), P7CHIEVR (FDQ.240), P7NOMONY (FDQ.250)	Continuous	Continuous
60	P7FSSTAT	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)	P7WORRFD (FDQ.130A), P7FDLAST (FDQ.130B), P7BLMEAL (FDQ.130C), P7LOWCST (FDQ.130D), P7NOBAL (FDQ.130E), P7CANTAF (FDQ.130F), P7EVCUT2 (FDQ.140), P7EVCUT (FDQ.150), P7EATLES (FDQ.160), P7HUNGRY (FDQ.170), P7LOSEWT (FDQ.180), P7NOTEAT (FDQ.190), P7NOTEA2 (FDQ.200), P7CUTML (FDQ.210), P7CHSKIP (FDQ.220), P7OFTCUT (FDQ.230), P7CHIEVR (FDQ.240), P7NOMONY (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-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
61	P7FSCHRA	Family/HH	Children's food security raw score, a simple count of the number of child-referenced food security items affirmed by the parent	P7LOWCST (FDQ.130D), P7NOBAL (FDQ.130E), P7CANTAF (FDQ.130F), P7CUTML (FDQ.210), P7CHSKIP (FDQ.220), P7OFTCUT (FDQ.230), P7CHIEVR (FDQ.240), P7NOMONY (FDQ.250)	Continuous	Continuous
62	P7FSCHSC	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	P7LOWCST (FDQ.130D), P7NOBAL (FDQ.130E), P7CANTAF (FDQ.130F), P7CUTML (FDQ.210), P7CHSKIP (FDQ.220), P7OFTCUT (FDQ.230), P7CHIEVR (FDQ.240), P7NOMONY (FDQ.250)	Continuous	Continuous
63	P7FSCHST	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	P7LOWCST (FDQ.130D), P7NOBAL (FDQ.130E), P7CANTAF (FDQ.130F), P7CUTML (FDQ.210), P7CHSKIP (FDQ.220), P7OFTCUT (FDQ.230), P7CHIEVR (FDQ.240), P7NOMONY (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
64	P7FSADRA	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	P7WORRFD (FDQ130A), P7FDLAST (FDQ130B), P7BLMEAL (FDQ130C), P7EVCUT2 (FDQ140), P7EVCUT (FDQ150), P7EATLES (FDQ160), P7HUNGRY (FDQ170), P7LOSEWT (FDQ180), P7NOTEAT (FDQ190), P7NOTEA2 (FDQ200)	Continuous	Continuous

See note at end of table.

7-73

Table 7-15.   Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
65	P7FSADSC	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	P7WORRFD (FDQ130A), P7FDLAST (FDQ130B), P7BLMEAL (FDQ130C), P7EVCUT2 (FDQ140), P7EVCUT (FDQ150), P7EATLES (FDQ160), P7HUNGRY (FDQ170), P7LOSEWT (FDQ180), P7NOTEAT (FDQ190), P7NOTEA2 (FDQ200)	Continuous	Continuous
66	P7FSADST	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.	P7WORRFD (FDQ130A), P7FDLAST (FDQ130B), P7BLMEAL (FDQ130C), P7EVCUT2 (FDQ140), P7EVCUT (FDQ150), P7EATLES (FDQ160), P7HUNGRY (FDQ170), P7LOSEWT (FDQ180), P7NOTEAT (FDQ190), P7NOTEA2 (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
67	P7RESID	Family/HH	Household roster number of respondent	P7PER_1 to P7PER_25 (parent interview household roster person type)	1–25	1–25
68	P7RESREL	Family/HH	Respondent relationship to focal child	P7REL_1 through P7REL_25 (FSQ.130), P7UNR_1 through P7UNR_25 (FSQ.180), P7MOM_1 through P7MOM_25 (FSQ.140), P7DAD_1 through P7DAD_25 (FSQ.150)	1=Biological mother 2=Other mother type 3=Biological father 4= Other father type 5=Nonparent relative 6=Nonrelative	1=Biological mother 2=Other mother type 3=Biological father 4=Other father type 5=Nonparent relative 6=Nonrelative
69	P7CHLDID	Family/HH	Household roster number of child	P7PER_1 to P7PER_25 (parent interview household roster person type)	1–25	1–25

See note at end of table.

Table 7-15.   Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
70	P7ERRFLG	Family/ HH flag	Household roster has clear errors	P7REL_1 to P7REL_25 (FSQ.130), P7UNR_1 to P7UNR_25 (FSQ.180), P7JOI_1 to P7JOI_25 (round joined study), P7RDP_1 to P7RDP_25 (round departed study), P7REASL1 to P7REAS25 (reason left household)	0=False, 1=True	0=False, 1=True
71	P7EDIT	Family/ HH flag	Parent household matrix was edited	HOLDINGS (parent interview editing flag – not on file)	0=False, 1=True	0=False, 1=True
72	P7SHCHG	Family/ HH flag	Household roster had a change between rounds.	P7JOI_1 to P7JOI_25 (round joined study), P7RDP_1 to P7RDP_25 (round departed study), P7REASL1 to P7REAS25 (reason left household)	0=False, 1=True	0= False, 1=True
73	P7PARDAT	Family/ HH flag	Presence of parent data	Presence or absence of parent interview	0=False, 1=True	0=False, 1=True
74	T7GLVL	Teacher	Grade level of child	E7ENRGR (SPB Q2), C_GRADE (from FMS), *Note: In round 7, grade level was collected as part of the school recruitment process and is in the FMS and the Special Education B questionnaire. Also, the ungraded category (category 9 in round 6) has been renumbered in round 7 to incorporate grades 9 and 10.*	5=Fifth grade 6=Sixth grade 7=Seventh grade 8=Eighth grade, 9=Ninth grade 10=Tenth grade 13=Ungraded classroom	5=Fifth grade 6=Sixth grade 7=Seventh grade 8=Eighth grade 9=Ninth grade 10=Tenth grade 13=Ungraded classroom

See note at end of table.

Table 7-15. Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
75	G7PBLK	Class	Percent of Blacks in English class—child-level data	G7BLACK (RDG Q13c), G7TOTRA (RDG Q13G) *Note: In round 6, G6CLSZ, a composite, was the source variable rather than G6TOTRA. However, the class size variable is no longer a composite in round 7. In round 6, it was a composite because it was compared to class size based on gender. In round 7, the gender composition of the class was no longer collected. Because the composite would be identical to the class size variable for race, there was no need to create a composite.*	0–100	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
76	M7PBLK	Class	Percent of Blacks in math class—child-level data	M7BLACK (MTH Q12c), M7TOTRA (MTH Q12G) *Note: In round 6, M6CLSZ, a composite, was the source variable rather than M6TOTRA. However, for the reasons described above for G7PBLK, the class size variable is no longer a composite in round 7.*	0–100	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
77	N7PBLK	Class	Percent of Blacks in science class—child-level data	N7BLACK (SCI Q12c), N7TOTRA (SCI Q13G) *Note: In round 6, N6CLSZ, a composite, was the source variable rather than N6TOTRA However, for the reasons described above for G7PBLK, the class size variable is no longer a composite in round 7.*	0–100	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
78	G7PHIS	Class	Percent of Hispanics in English class—child-level data	G7HISP (RDG Q13b), G7TOTRA (RDG Q13G) *Note: In round 6, G6CLSZ, a composite, was the source variable rather than G6TOTRA. However, for the reasons described above for G7PBLK, the class size variable is no longer a composite in round 7.*	0–100	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

See note at end of table.

Table 7-15.　Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
79	M7PHIS	Class	Percent of Hispanics in math class—child-level data	M7HISP (MTH Q12b), M7TOTRA (MTH Q12G) *Note: In round 6, M6CLSZ, a composite, was the source variable rather than M6TOTRA. However, for the reasons described above for G7PBLK, the class size variable is no longer a composite in round 7.*	0–100	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
80	N7PHIS	Class	Percent of Hispanics in science class—child-level data	N7HISP (SCI Q12b), N7TOTRA (SCI Q13G) *Note: In round 6, N6CLSZ, a composite, was the source variable rather than N6TOTRA. However, for the reasons described above for G7PBLK, the class size variable is no longer a composite in round 7.*	0–100	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
81	G7PMIN	Class	Percent of minorities in English class—child-level data	G7ASIAN, G7HISP, G7BLACK, G7AMRIN, G7RACEO (RDG Q13), G7TOTRA (RDG Q13G) *Note: In round 6, G6CLSZ, a composite, was the source variable rather than G6TOTRA. However, for the reasons described above for G7PBLK, the class size variable is no longer a composite in round 7.*	0–100	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
82	M7PMIN	Class	Percent of minorities in math class—child-level data	M7ASIAN, M7HISP, M7BLACK, M7AMRIN, M7RACEO (MTH Q12), M7TOTRA (MTH Q12G) *Note: In round 6, M6CLSZ, a composite, was the source variable rather than M6TOTRA. However, for the reasons described above for G7PBLK, the class size variable is no longer a composite in round 7.*	0–100	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

See note at end of table.

Table 7-15. Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
83	N7PMIN	Class	Percent of minorities in science class—child-level data	N7ASIAN, N7HISP, N7BLACK, N7AMRIN, N7RACEO (SCI Q12), N7TOTRA (SCI Q13G) *Note: In round 6, N6CLSZ, a composite, was the source variable rather than N6TOTRA However, for the reasons described above for G7PBLK, the class size variable is no longer a composite in round 7.*	0–100	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
84	J71TQUEX	Teacher flag	Presence of spring-eighth grade English teacher data	Receipted English teacher questionnaires in the FTS	0=False, 1=True	0=False, 1=True
85	J72TQUEX	Teacher flag	Presence of spring-eighth grade math or science teacher data	Receipted math or science teacher questionnaires in the FTS	0=False, 1=True	0=False, 1=True
86	F7MTHSCI	Teacher flag	Whether child is linked to a math or science teacher	Receipted math or science teacher questionnaires in the FTS	1=Math, 2=Science	1=Math, 2=Science
87	T7SAMTCH	Teacher flag	Whether English and math or science teacher linked to the child is the same person	J71T_ID (English teacher ID) and J72T_ID (math or science teacher ID)	0=False, 1=True	0=False, 1=True

See note at end of table.

Table 7-15.   Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
88	G7TQUEX	Teacher flag	Presence of child-level spring-eighth grade English teacher data	Receipted English teacher questionnaires in the FTS	0=False, 1=True	0=False, 1=True
89	M7TQUEX	Teacher flag	Presence of child-level spring-eighth grade math teacher data	Receipted math teacher questionnaires in the FTS	0=False, 1=True	0=False, 1=True
90	N7TQUEX	Teacher flag	Presence of child-level spring-eighth grade science teacher data	Receipted science teacher questionnaires in the FTS	0=False, 1=True	0=False, 1=True
91	D7SETQA	Teacher flag	Presence or absence of Special Ed A data	Receipted special education instrument A in the FTS	0 =False, 1=True	Suppressed variable
92	E7SETQB	Teacher flag	Presence or absence of Special Ed B data	Receipted special education instrument B in the FTS	0 =False, 1=True	Suppressed variable
93	R7REGION	School	Indicates the geographic region of the child's school	CREGION, R3REGION, R4REGION, R5REGION, R6REGION (composites), CCD 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-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
94	R7URBAN	School	Location type for school—7 category version	KURBAN, R3URBAN, R4URBAN, R5URBAN, 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-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
94	R7URBAN —Continued	School	Location type for school—7 category version	KURBAN, R3URBAN, R4URBAN, R5URBAN, 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
95	R7LOCALE	School	Location type for school—8 category version	R3LOCALE, R4LOCALE, R5LOCALE, 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-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
95	R7LOCALE —Continued	School	Location type for school—8 category version	R3LOCALE, R4LOCALE, R5LOCALE, 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-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
95	R7LOCALE —Continued	School	Location type for school—8 category version	R3LOCALE, R4LOCALE, R5LOCALE, 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
96	S7SCTYP	School	School type from the school administrator questionnaire	S7REGSKL, S7MAGSKL, S7CHCESK, S7CATHOL, S7OTHREL, S7OTHPRI, (all SAQ Q7), CS_TYPE2, S6SCTYP, S5SCTYP, S4SCTYP, S3SCTYP, S2KSCTYP (composites), SCHL_TYP (School Master file variable derived from PSS/CCD, not on file) *Note: The questions about school type changed in SAQ in round 7, but the composite can still be created from the questions that are asked.*	1=Catholic, 2=Other Religious, 3=Other Private, 4=Public	1=Catholic, 2=Other Religious, 3=Other Private, 4=Public
97	S7PUPRI	School	Public or private school	S7SCTYP (composite)	1=Public, 2=Private	1=Public, 2=Private
98	S7ENRL8	School	Total school eighth-grade enrollment	PSS and CCD data	Continuous	Recoded to the following: 1=0-20, 2=21-40, 3=41-60, 4=61-80, 5=81-100, 6=101-120, 7=121-140, 8=141-160 9=161-180, 10=181 or more

See note at end of table.

Table 7-15.   Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
99	S7ENRLS	School	Total school enrollment *Note: Category 5 is now 750-999 students and category 6 has been added for schools with 1,000 or more students.*	S7ANUMCH (SAQ Q1), PSS and CCD data	1=0–149 students, 2=150–299 students, 3=300–499 students, 4=500–749 students, 5= 750-999 students, 6=1,000 and above students	1=0–149 students, 2=150–299 students, 3=300–499 students, 4=500–749 students, 5= 750-999 students, 6=1,000 and above students
100	S7MINOR	School	Percentage of minority students in school	PMINOR (School Master File variable derived from PSS/CCD, not on file), S7ASNPCT, S7HSPPCT, S7BLKPCT, S7INDPCT, S7OTHPCT (all from SAQ Q11)	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
101	S7FLCH_I	School	Percentage of students eligible for free lunch in school	S7ELILNC (SAQ Q19b), S7ANUMCH (SAQ Q1), CCD data	Continuous	Recoded to 0–95
102	S7RLCH_I	School	Percentage of students eligible for reduced price lunch in school	S7ELIRED (SAQ Q19c), S7ANUMCH (SAQ Q1), 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
103	IFS7FLCH	School	Whether the percentage of students eligible for free lunch in school was imputed	S7FLCH_I	0 =False, 1=True	

Table 7-15.   Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
104	IFS7RLCH	School	Whether the percentage of students eligible for reduced price lunch in school was imputed	S7RLCH_I	0 =False, 1=True	
105	S7HIGGRD	School	Highest grade at the school	S7PRKNDR, S7KINDER, S7GRADE1, S7SECOND, S7THIRD, S7FOURTH, S7FIFTH, S7SIXTH, S77TH, S78TH, S7NINTH, S7TENTH, S711TH, S712TH , S7UNGRAD (all from SAQ Q6, not on file); S6SCLVL, S5SCLVL, S4SCLVL, S2SCLVL, GRSPAN (School Master file variable derived from PSS/CCD, not on file) *Note: This is a new composite in round 7.*	1= Pre-K 2 = K 3 = 1 4 = 2 5 = 3 6 = 4 7 = 5 8 = 6 9 = 7 10 = 8 11 = 9 12 =10 13 =11 14 = 12 15 = Ungraded	1= Pre-K 2 = K 3 = 1 4 = 2 5 = 3 6 = 4 7 = 5 8 = 6 9 = 7 10 = 8 11 = 9 12 =10 13 =11 14 = 12 15 = Ungraded
106	S7LOWGRD	School	Lowest grade at the school	S7PRKNDR, S7KINDER, S7GRADE1, S7SECOND, S7THIRD, S7FOURTH, S7FIFTH, S7SIXTH, S77TH, S78TH, S7NINTH, S7TENTH, S711TH, S712TH, S7UNGRAD (all from SAQ Q6, not on file); S6SCLVL, S5SCLVL, S4SCLVL, S2SCLVL, GRSPAN (School Master file variable derived from PSS/CCD, not on file) *Note: This is a new composite in round 7.*	1= Pre-K 2 = K 3 = 1 4 = 2 5 = 3 6 = 4 7 = 5 8 = 6 9 = 7 10 = 8 11 = 9 12 =10 13 =11 14 = 12 15 = Ungraded	1= Pre-K 2 = K 3 = 1 4 = 2 5 = 3 6 = 4 7 = 5 8 = 6 9 = 7 10 = 8 11 = 9 12 =10 13 =11 14 = 12 15 = Ungraded

See note at end of table.

Table 7-15. Spring-eighth grade composite variables: School year 2006–07—Continued

ID	Variable name	Category	Description	Derived from	Eighth-grade restricted-use file values	K-8 full sample public-use file values
107	S7SCHBDD	School	School year starting date, day	S7SYRSDD (SAQ Q3), FMS (variable not on file)	1–31	Suppressed variable
108	S7SCHBMM	School	School year starting date, month	S7SYRSMM (SAQ Q3), FMS (variable not on file)	1–12	Suppressed variable
109	S7SCHBYY	School	School year starting date, year	Hard coded to 2006 in the questionnaire	2006	Suppressed variable
110	S7SCHEDD	School	School year ending date, day	S7SYREDD (SAQ Q4), FMS (variable not on file)	1–31	Suppressed variable
111	S7SCHEMM	School	School year ending date, month	S7SYREMM (SAQ Q4), FMS (variable not on file)	1–12	Suppressed variable
112	S7SCHEYY	School	School year ending date, year	Hard coded to 2007 in the questionnaire	2007	2007
113	F7YRRND	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
114	S7INSAQ	School flag	Presence or absence of school administrator questionnaire data	Receipted school administrator questionnaires in the FTS	0=False, 1=True	0=False, 1=True

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

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

Field ID	Variable	Field label	Comment
	C7HRSCLB	C7 ATQ011 HOURS IN SCHOOL ACTIVITIES	These data recoded to a maximum value of 15 for respondent confidentiality
	R7CENBLK	R7 SCHOOL CENSUS BLOCK CODE	These data suppressed for respondent confidentiality
	R7CENTRC	R7 SCHOOL CENSUS TRACT CODE	These data suppressed for respondent confidentiality
	R7FIPSCT	R7 SCHOOL FIPS COUNTY CODE	These data suppressed for respondent confidentiality
	R7FIPSST	R7 SCHOOL FIPS STATE CODE	These data suppressed for respondent confidentiality
	R7SCLAT	R7 SCHOOL LATITUDE	These data suppressed for respondent confidentiality
	R7SCLNG	R7 SCHOOL LONGITUDE	These data suppressed for respondent confidentiality
	R7SCHZIP	R7 SCHOOL ZIP CODE	These data suppressed for respondent confidentiality
	R7AGE	R7 COMPOSITE CHILD ASSESSMENT	These data recoded for respondent confidentiality
	R7REGION	R7 CENSUS REGION	These data recoded for respondent confidentiality
	R7DOBYY	R7 CHILD COMPOSITE DOB YEAR	These data recoded to a maximum value of 1993 and a minimum value of 1992 for respondent confidentiality
	R7URBAN	R7 LOCATION TYPE - 7 CATEGORIES	These data recoded for respondent confidentiality
	R7LOCALE	R7 LOCATION TYPE - 8 CATEGORIES	These data recoded for respondent confidentiality
	CS_TYPE2	TYPE OF SCHOOL IN BASE YEAR SAMPLE	These data recoded for respondent confidentiality
	F7RIEP	F7 CHILD HAS IEP ON RECORD AT SCHOOLS	These data suppressed for respondent confidentiality
	R7CCDLEA	R7 CCD LEA\SCHOOL DIST ID (PUBLIC)	These data suppressed for respondent confidentiality
	R7CCDSID	R7 CCD SCHOOL ID (PUBLIC)	These data suppressed for respondent confidentiality
	R7SCHPIN	R7 SCHOOL PIN (PRIVATE)	These data suppressed for respondent confidentiality
	R7STSID	R7 STATE SCHOOL ID (PUBLIC)	These data suppressed for respondent confidentiality
	D7T_ID	SPRING 2007 SPECIAL ED TEACHER ID NUMBER	These data suppressed for respondent confidentiality
	P7DGNATT	P7 CHQ060 1ST DIAGNOSIS-LEARNING ABILITY	These data suppressed for respondent confidentiality
	P7YYDIAG	P7 CHQ075 YR AT 1ST DIAGNOSIS-LRN ABLTY	These data suppressed for respondent confidentiality
	P7DIAG02	P7 CHQ076 DIAGNOSIS MADE BEFORE 2004	These data suppressed for respondent confidentiality
	P7PROFFD	P7 CHQ110 IF ACTIVITY PROBLEM DIAGNOSED	These data suppressed for respondent confidentiality
	P7DGNACT	P7 CHQ120 WHAT 1ST DIAGNOSIS - ACTIVITY	These data suppressed for respondent confidentiality
	P7YYDIA2	P7 CHQ135 YR AT 1ST DIAGNOSIS-ACTIVITY	These data suppressed for respondent confidentiality
	P7DGN02	P7 CHQ136 WAS THE DIAGNOSIS BEFORE 2004	These data suppressed for respondent confidentiality
	P7YYDIA4	P7 CHQ185 YEAR AT 1ST DIAGNOSIS-SPEECH	These data suppressed for respondent confidentiality
	P702DIAG	P7 CHQ186 DIAGNOSIS MADE BEFORE 04	These data suppressed for respondent confidentiality
	P7DIFFH3	P7 CHQ210 IF HEAR DIFFICULTY DIAGNOSED	These data suppressed for respondent confidentiality
	P7YYDIA5	P7 CHQ225 YR AT 1ST DIAGNOSIS-HEARING	These data suppressed for respondent confidentiality
	P702DGN	P7 CHQ226 DIAGNOSIS MADE BEFORE YEAR 04	These data suppressed for respondent confidentiality
	P7HEARS	P7 CHQ230 DEGREE OF CHILD'S DEAFNESS	These data suppressed for respondent confidentiality
	P7HEARAI	P7 CHQ240 IF CHILD WEARS HEARING AID	These data suppressed for respondent confidentiality
	P7COCHLE	P7 CHQ250 IF CHILD HAS COCHLEAR IMPLANTS	These data suppressed for respondent confidentiality
	P7IMPLNT	P7 CHQ251 YEAR OF IMPLANT	These data suppressed for respondent confidentiality
	P7IMPT02	P7 CHQ252 WAS IT BEFORE 2004	These data suppressed for respondent confidentiality
	P7CLRUSE	P7 CHQ254 USE OF COCHLEAR IMPLANT IN SCH	These data suppressed for respondent confidentiality
	P7HEARS2	P7 CHQ260 DEVICE EFFECT ON CHD'S HEARING	These data suppressed for respondent confidentiality
	P7VISIO2	P7 CHQ300 IF VISION DIFFICULTY DIAGNOSED	These data suppressed for respondent confidentiality
	P7DIA6YY	P7 CHQ313 YR AT 1ST DIAGNOSIS-VISION	These data suppressed for respondent confidentiality
	P7DGBF02	P7 CHQ314 DIAGNOSIS MADE BEFORE YR 2004	These data suppressed for respondent confidentiality
	P7CORREC	P7 CHQ316 IF CHD'S VISION IS CORRECTABLE	These data suppressed for respondent confidentiality
	P7BESTEY	P7 CHQ320 WHAT CAN CHILD BEST SEE	These data suppressed for respondent confidentiality
	P7DIABEH	P7 CHQ335 BEHAVIOR PROBLEM DIAGNOSED	These data suppressed for respondent confidentiality
	P7DGNBEH	P7 CHQ337 1ST DIAGNOSIS-BEHAVIOR	These data suppressed for respondent confidentiality
	P7DGBEYY	P7 CHQ345 YR AT 1ST DIAGNOSIS-BEHAVIOR	These data suppressed for respondent confidentiality
	P7DNBF02	P7 CHQ346 WAS DIAGNOSIS MADE BFORE 2004	These data suppressed for respondent confidentiality

See note at end of table.

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

Field ID	Variable	Field label	Comment
	P7DIAEMO	P7 CHQ360 EMOTIONAL BEH PROB DIAGNOSED	These data suppressed for respondent confidentiality
	P7DGNEMO	P7 CHQ365 1ST DIAGNOSIS-EMOTIONAL BEH	These data suppressed for respondent confidentiality
	P7CHDMED	P7 CHQ370 CHD TAKES MEDS FOR DEPRESSION	These data suppressed for respondent confidentiality
	P7DGEMYY	P7 CHQ375 YR AT 1ST DIAGNS-EMOTIONAL BEH	These data suppressed for respondent confidentiality
	P7DGSYR	P7 CHQ376 WAS DIAGNOSIS MADE BFORE YR 04	These data suppressed for respondent confidentiality
	P7ANOREX	P7 CHQ410 ANOREXIA	These data suppressed for respondent confidentiality
	P7BULIMI	P7 CHQ410 BULIMIA	These data suppressed for respondent confidentiality
	P7APRNCE	P7 CHQ410 CONCERN ABOUT APPEARANCE	These data suppressed for respondent confidentiality
	P7OTHWGT	P7 CHQ410 OTHER	These data suppressed for respondent confidentiality
	P7BINGE	P7 CHQ410 OVEREATING/BINGE EATING	These data suppressed for respondent confidentiality
	P7PHYPRB	P7 CHQ410 PHYS PROB RELATED TO DIET/WGT	These data suppressed for respondent confidentiality
	P7PRDIET	P7 CHQ410 POOR DIET	These data suppressed for respondent confidentiality
	P7SPECIL	P7 CHQ510 IF CHD USES SPECIAL EQUIPMENT	These data suppressed for respondent confidentiality
	P7LRSRVY	P7 CHQ535 YR LAST RECEIVED SERVICES	These data suppressed for respondent confidentiality
	P7SERVRV	P7 CHQ536 WERE SERVICES RCVD BFORE 2004	These data suppressed for respondent confidentiality
	P7SRVRCV	P7 CHQ537 SRVCS RCVD BEFORE ELEM SCHOOL	These data suppressed for respondent confidentiality
	P7SPECND	P7 CHQ545 CHILD SPECIAL NEEDS/EDUCATION	These data suppressed for respondent confidentiality
	P7SVNEED	P7 CHQ546A NO LONGER NEEDS OF SEVICES	These data suppressed for respondent confidentiality
	P7SVELGB	P7 CHQ546B NO LNGR ELIGIBLE FOR SRVCS	These data suppressed for respondent confidentiality
	P7SVREF	P7 CHQ546C SRVCS REFUSED BY PARNT/GRDIAN	These data suppressed for respondent confidentiality
	P7SVNSCH	P7 CHQ546D CHILD MOVED TO NEW SCHOOL	These data suppressed for respondent confidentiality
	P7SVSOME	P7 CHQ546E SOMETHING ELSE	These data suppressed for respondent confidentiality
	P7WHYTHR	P7 CHQ764 WHY CHILD RECEIVES THERAPY	These data suppressed for respondent confidentiality
	P7FMTHRS	P7 CHQ780 REASON FOR FAMILY THERAPY	These data suppressed for respondent confidentiality
	P7CHGSCH	P7 CMQ675 # TIMES CHILD CHANGED SCHOOL	These data recoded to a maximum value of 3 for respondent confidentiality
	P7HOWPAY	P7 PAQ137 HOW MUCH PAID IN TUITION ($)	These data recoded for respondent confidentiality
	P7RECFRE	P7 WPQ215 DOES CHILD REC FREE REDUCED BF	These data suppressed for respondent confidentiality
	P7FRERED	P7 WPQ216 FREE OR REDUCED BREAKFAST	These data suppressed for respondent confidentiality
	P7CENBLK	P7 HOME CENSUS BLOCK CODE	These data suppressed for respondent confidentiality
	P7CENTRC	P7 HOME CENSUS TRACT CODE	These data suppressed for respondent confidentiality
	P7FIPSCT	P7 HOME FIPS COUNTY CODE	These data suppressed for respondent confidentiality
	P7FIPSST	P7 HOME FIPS STATE CODE	These data suppressed for respondent confidentiality
	P7HOMZIP	P7 HOME ZIP CODE	These data suppressed for respondent confidentiality
	S7ADA	S7 Q2 % AVERAGE DAILY ATTENDANCE FOR YR.	These data recoded for respondent confidentiality
	S7ADANUM	S7 Q2# AVERAGE DAILY ATTENDANCE FOR YR.	These data recoded for respondent confidentiality
	S7HIGGRD	S7 HIGHEST GRADE AT THE SCHOOL	These data recoded for respondent confidentiality
	S7LOWGRD	S7 LOWEST GRADE AT THE SCHOOL	These data recoded for respondent confidentiality
	S7MAGSKL	S7 Q7B IS IT A MAGNET SCHOOL	These data suppressed for respondent confidentiality
	S7OTHPRI	S7 Q7F IS IT OTHER PRIVATE	These data suppressed for respondent confidentiality
	S7PARTVT	S7 Q7G IS IT A PART-TIME VOCATIONAL SCHL	These data suppressed for respondent confidentiality
	S7FULLVT	S7 Q7H IS IT A FULL-TIME VOCATIONAL SCHL	These data suppressed for respondent confidentiality
	S7OTHRVT	S7 Q7I IS IT AN OTH TYPE VOCATIONAL SCHL	These data suppressed for respondent confidentiality
	S7YROUND	S7 Q7J IS IT A YEAR-ROUND SCHOOL	These data suppressed for respondent confidentiality
	S7BOARD	S7 Q7K IS IT A BOARDING SCHOOL	These data suppressed for respondent confidentiality
	S7INDRES	S7 Q7L IS IT AN INDIAN RESERVATION SCHOOL	These data suppressed for respondent confidentiality
	S7MILACD	S7 Q7M IS IT A MILITARY ACADEMY	These data suppressed for respondent confidentiality
	S7ALTERN	S7 Q7N IS IT AN ALTERNATIVE SCHOOL	These data suppressed for respondent confidentiality
	S7CHRTER	S7 Q7O IS IT A CHARTER SCHOOL	These data suppressed for respondent confidentiality

See note at end of table.

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

Field ID	Variable	Field label	Comment
	S7SPDSCH	S7 Q7P IS IT A SPECIAL ED SCHOOL	These data suppressed for respondent confidentiality
	S7COEDSC	S7 Q8 IS SCHOOL COEDUCATIONAL	These data suppressed for respondent confidentiality
	S7TUITIN	S7 Q9 ANNUAL TUITION PRIVATE SCHOOL	These data suppressed for respondent confidentiality
	S7ANUMCH	S7 Q1 # ENROLLED AROUND 10/1/2006	These data recoded for respondent confidentiality
	S7ENRL8	S7 TOTAL SCHOOL EIGHTH GRADE ENROLLMENT	These data recoded for respondent confidentiality
	S7ENRLS	S7 TOTAL SCHOOL ENROLLMENT	These data recoded for respondent confidentiality
	S7ASNPCT	S7 Q11A PERCENT OF ASIAN STUDENTS	These data suppressed for respondent confidentiality
	S7HSPPCT	S7 Q11B PERCENT OF HISPANIC STUDENTS	These data recoded for respondent confidentiality
	S7BLKPCT	S7 Q11C PERCENT OF BLACK STUDENTS	These data recoded for respondent confidentiality
	S7WHTPCT	S7 Q11D PERCENT OF WHITE STUDENTS	These data suppressed for respondent confidentiality
	S7INDPCT	S7 Q11E PERCENT OF AMERICAN INDIANS	These data suppressed for respondent confidentiality
	S7OTHPCT	S7 Q11F PERCENT OF OTHER STUDENTS	These data recoded for respondent confidentiality
	S7MINOR	S7 PERCENT MINORITY STUDENTS	These data recoded for respondent confidentiality
	S7LEPSCH	S7 Q12A PERCENT OF LEP IN ENTIRE SCHOOL	These data recoded for respondent confidentiality
	S7LEPETH	S7 Q12B PERCENT OF LEP IN EIGHTH GRADE	These data recoded for respondent confidentiality
	S7SPDPCT	S7 Q24A % SPECIAL ED STUDENTS	These data recoded for respondent confidentiality
	S7BILPCT	S7 Q24B % BILINGUAL EDUCATION STUDENTS	These data recoded for respondent confidentiality
	S7ESLPCT	S7 Q24C % ESL STUDENTS	These data recoded for respondent confidentiality
	S7RDIPCT	S7 Q24D % STUDNT GETTING INSTRUCTION RDG	These data recoded for respondent confidentiality
	S7MTIPCT	S7 Q24E % STUDNT GETTING INSTRUCTION MTH	These data recoded for respondent confidentiality
	S7AFTPCT	S7 Q24F % STUDENTS IN AFT SCH SUMMER PROG	These data recoded for respondent confidentiality
	S7GIFPCT	S7 Q24G % GIFTED-TALENTED STUDENTS	These data recoded for respondent confidentiality
	S7SYREMM	S7 Q4A SCH END MONTH	These data suppressed for respondent confidentiality
	S7SYREDD	S7 Q4B SCH END DAY	These data suppressed for respondent confidentiality
	S7SYREYY	S7 Q4C SCH END YEAR	These data suppressed for respondent confidentiality
	S7DAYSYR	S7 Q5 DAYS IN SCH YR	Perturbed by adding noise in RUF and PUF
	S7SCHBDD	S7 SCHOOL YEAR BEGINNING DATE DAY	These data suppressed for respondent confidentiality
	S7SCHBMM	S7 SCHOOL YEAR BEGINNING DATE MONTH	These data suppressed for respondent confidentiality
	S7SCHBYY	S7 SCHOOL YEAR BEGINNING DATE YEAR	These data suppressed for respondent confidentiality
	S7SCHEDD	S7 SCHOOL YEAR ENDING DATE DAY	These data suppressed for respondent confidentiality
	S7SCHEMM	S7 SCHOOL YEAR ENDING DATE MONTH	These data suppressed for respondent confidentiality
	S7SCHEYY	S7 SCHOOL YEAR ENDING DATE YEAR	These data suppressed for respondent confidentiality
	S7BRKSTR	S7 Q15A TIME BREAKFAST START	These data recoded for respondent confidentiality
	S7BRKEND	S7 Q15B TIME BREAKFAST END	These data recoded for respondent confidentiality
	S7PRABRK	S7 Q18A2 PARTICIPATE ANY SCH BREAKFAST	These data suppressed for respondent confidentiality
	S7ELIBRK	S7 Q18B1 ELIGIBLE FOR FREE BREAKFAST	These data suppressed for respondent confidentiality
	S7PARBRK	S7 Q18B2 PARTICIPATES IN BREAKFAST	These data suppressed for respondent confidentiality
	S7ELRPBK	S7 Q18C1 ELIGIBLE RED-PRICE BREAKFAST	These data suppressed for respondent confidentiality
	S7PARPBK	S7 Q18C2 PARTICIPATE RED-PRICE BREAKFAST	These data suppressed for respondent confidentiality
	S7PAALUN	S7 Q19A2 PARTICIPATE ANY SCH LUNCH	These data suppressed for respondent confidentiality
	S7ELILNC	S7 Q19B1 ELIGIBLE FOR FREE LUNCH	These data suppressed for respondent confidentiality
	S7PARLNC	S7 Q19B2 PARTICIPATES IN FREE LUNCH	These data suppressed for respondent confidentiality
	S7ELIRED	S7 Q19C1 ELIGIBLE IN REDUCED-PRICE LUNCH	These data suppressed for respondent confidentiality
	S7PARRED	S7 Q19C2 PARTICIPATES IN RED-PRICE LUNCH	These data suppressed for respondent confidentiality
	S7FLCH_I	S7 IMPUTED % FREE LUNCH ELIGIBLE	These data recoded for respondent confidentiality
	S7RLCH_I	S7 IMPUTED % REDUCED LUNCH ELIGIBLE	These data recoded for respondent confidentiality
	S7STRSAL	S7 Q10 AVG STARTING SALARY 1ST YR TEACHER	These data recoded to a maximum value of 50,000 and a minimum value of 14,000 for respondent confidentiality

See note at end of table.

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

Field ID	Variable	Field label	Comment
	S7PORTBL	S7 Q30 # PORTABLE CLASSROOMS	These data recoded to a maximum value of 10 for respondent confidentiality
	S7BRTHYR	S7 Q38 YEAR PRINCIPAL WAS BORN	These data recoded to a maximum value of 1975 and a minimum value of 1941 for respondent confidentiality
	S7ORIGIN	S7 Q39 PRINCIPAL IS HISPANIC/LATINO	These data suppressed for respondent confidentiality
	S7SYRSMM	S7 Q3A SCH START MONTH	These data suppressed for respondent confidentiality
	S7SYRSDD	S7 Q3B SCH START DAY	These data suppressed for respondent confidentiality
	S7SYRSYY	S7 Q3C SCH START YEAR	These data suppressed for respondent confidentiality
	S7RACE1	S7 Q40A PRINCIPAL IS AMERICAN INDIAN	These data suppressed for respondent confidentiality
	S7RACE2	S7 Q40B PRINCIPAL IS ASIAN	These data suppressed for respondent confidentiality
	S7RACE3	S7 Q40C PRINCIPAL IS BLACK	These data suppressed for respondent confidentiality
	S7RACE4	S7 Q40D PRINCIPAL IS HAWAIIAN OR PAC IS	These data suppressed for respondent confidentiality
	S7RACE5	S7 Q40E PRINCIPAL IS WHITE	These data suppressed for respondent confidentiality
	S7YSTCH	S7 Q41A NUMBER OF YRS TEACHING	These data recoded to a maximum value of 30 and a minimum value of 2 for respondent confidentiality
	S7TOTPRI	S7 Q41B NUMBER OF YRS AS PRINCIPAL	These data recoded to a maximum value of 28 for respondent confidentiality
	S7PRINHR	S7 Q41C NUMBER YRS A PRINCIPAL HERE	These data recoded to a maximum value of 18 for respondent confidentiality
	J71TGEND	J71 Q1 TEACHER'S GENDER	These data suppressed for respondent confidentiality
	J71YRSTC	J71 Q14 NUMBER YEARS BEEN SCHOOL TEACHER	These data recoded to a maximum value of 35 and a minimum value of 1 for respondent confidentiality
	J71YRSSB	J71 Q15 NUMBER YEARS TAUGHT SUBJECT	These data recoded to a maximum value of 35 and a minimum value of 1 for respondent confidentiality
	J71YRSCH	J71 Q16 NUMBER YEARS TAUGHT AT SCHOOL	These data recoded to a maximum value of 30 and a minimum value of 1 for respondent confidentiality
	J71YRBOR	J71 Q2 TEACHER'S YEAR OF BIRTH	These data recoded to a maximum value of 1983 and a minimum value of 1940 for respondent confidentiality
	J71HISP	J71 Q3 HISPANIC OR LATINO	These data suppressed for respondent confidentiality
	J71RACE1	J71 Q4A AMERICAN INDIAN/ALASKA NATIVE	These data suppressed for respondent confidentiality
	J71RACE2	J71 Q4B ASIAN	These data suppressed for respondent confidentiality
	J71RACE3	J71 Q4C BLACK OR AFRICAN AMERICAN	These data suppressed for respondent confidentiality
	J71RACE4	J71 Q4D NATIVE HAWAIIAN OR PACIFIC ISLANDER	These data suppressed for respondent confidentiality
	J71HGHST	J71 Q6 HIGHEST ED LVL TEACHER ACHIEVED	These data recoded for respondent confidentiality
	J72TGEND	J72 Q1 TEACHER'S GENDER	These data suppressed for respondent confidentiality
	J72YRSTC	J72 Q14 NUMBER YEARS BEEN SCHOOL TEACHER	These data recoded to a maximum value of 35 and a minimum value of 1 for respondent confidentiality
	J72YRSSB	J72 Q15 NUMBER YEARS TAUGHT SUBJECT	These data recoded to a maximum value of 35 and a minimum value of 1 for respondent confidentiality
	J72YRSCH	J72 Q16 NUMBER YEARS TAUGHT AT SCHOOL	These data recoded to a maximum value of 30 and a minimum value of 1 for respondent confidentiality
	J72YRBOR	J72 Q2 TEACHER'S YEAR OF BIRTH	These data recoded to a maximum value of 1983 and a minimum value of 1940 for respondent confidentiality
	J72HISP	J72 Q3 HISPANIC OR LATINO	These data suppressed for respondent confidentiality
	J72RACE1	J72 Q4A AMERICAN INDIAN/ALASKA NATIVE	These data suppressed for respondent confidentiality
	J72RACE2	J72 Q4B ASIAN	These data suppressed for respondent confidentiality
	J72RACE3	J72 Q4C BLACK OR AFRICAN AMERICAN	These data suppressed for respondent confidentiality
	J72RACE4	J72 Q4D NATIVE HAWAIIAN OR PACIFIC ISLANDER	These data suppressed for respondent confidentiality

See note at end of table.

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

Field ID	Variable	Field label	Comment
	J72HGHST	J72 Q6 HIGHEST ED LVL TEACHER ACHIEVED	These data recoded for respondent confidentiality
	G7PBLK	G7 PERCENT OF BLACKS IN CLASS	These data recoded for respondent confidentiality
	G7PHIS	G7 PERCENT OF HISPANICS IN CLASS	These data recoded for respondent confidentiality
	G7PMIN	G7 PERCENT OF MINORITIES IN CLASS	These data recoded for respondent confidentiality
	G7ASIAN	G7 Q13A # ASIAN/PACIFIC ISLANDERS ENGL	These data recoded to a maximum value of 7 for respondent confidentiality
	G7HISP	G7 Q13B # HISPANICS (ALL RACES) ENGL	These data recoded to a maximum value of 19 for respondent confidentiality
	G7BLACK	G7 Q13C # NON-HISPANIC BLACKS ENGL	These data recoded to a maximum value of 14 for respondent confidentiality
	G7WHITE	G7 Q13D # NON-HISPANIC WHITES ENGL	These data recoded to a maximum value of 31 for respondent confidentiality
	G7AMRIN	G7 Q13E # AMERICAN INDIANS ENGL	These data recoded to a maximum value of 3 for respondent confidentiality
	G7RACEO	G7 Q13F # OF STUDENTS OTHER RACES READ	These data recoded to a maximum value of 4 for respondent confidentiality
	G7TOTRA	G7 Q13G TOTAL ENROLLMENT (RACES) ENGL	These data recoded to a maximum value of 37 and a minimum value of 10 for respondent confidentiality
	M7PBLK	M7 PERCENT OF BLACKS IN CLASS	These data recoded for respondent confidentiality
	M7PHIS	M7 PERCENT OF HISPANICS IN CLASS	These data recoded for respondent confidentiality
	M7PMIN	M7 PERCENT OF MINORITIES IN CLASS	These data recoded for respondent confidentiality
	M7ASIAN	M7 Q12A # ASIAN/PACIFIC ISLANDERS MATH	These data recoded to a maximum value of 7 for respondent confidentiality
	M7HISP	M7 Q12B # HISPANICS (ALL RACES) MATH	These data recoded to a maximum value of 19 for respondent confidentiality
	M7BLACK	M7 Q12C # NON-HISPANIC BLACKS MATH	These data recoded to a maximum value of 14 for respondent confidentiality
	M7WHITE	M7 Q12D # NON-HISPANIC WHITES MATH	These data recoded to a maximum value of 31 for respondent confidentiality
	M7AMRIN	M7 Q12E # AMERICAN INDIANS MATH	These data recoded to a maximum value of 3 for respondent confidentiality
	M7RACEO	M7 Q12F # OF STUDENTS OTHER RACES MATH	These data recoded to a maximum value of 4 for respondent confidentiality
	M7TOTRA	M7 Q12G TOTAL ENROLLMENT (RACES) MATH	These data recoded to a maximum value of 37 and a minimum value of 10 for respondent confidentiality
	N7PBLK	N7 PERCENT OF BLACKS IN CLASS	These data recoded for respondent confidentiality
	N7PHIS	N7 PERCENT OF HISPANICS IN CLASS	These data recoded for respondent confidentiality
	N7PMIN	N7 PERCENT OF MINORITIES IN CLASS	These data recoded for respondent confidentiality
	N7ASIAN	N7 Q13A # ASIAN/PACIFIC ISLANDERS SCIE	These data recoded to a maximum value of 7 for respondent confidentiality
	N7HISP	N7 Q13B # HISPANICS (ALL RACES) SCIE	These data recoded to a maximum value of 19 for respondent confidentiality
	N7BLACK	N7 Q13C # NON-HISPANIC BLACKS SCIE	These data recoded to a maximum value of 14 for respondent confidentiality
	N7WHITE	N7 Q13D # NON-HISPANIC WHITES SCIE	These data recoded to a maximum value of 31 for respondent confidentiality
	N7AMRIN	N7 Q13E # AMERICAN INDIANS SCIE	These data recoded to a maximum value of 3 for respondent confidentiality
	N7RACEO	N7 Q13F # OF STUDENTS OTHER RACES SCIE	These data recoded to a maximum value of 4 for respondent confidentiality

See note at end of table.

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

Field ID	Variable	Field label	Comment
	N7TOTRA	N7 Q13G TOTAL ENROLLMENT (RACES) SCIE	These data recoded to a maximum value of 37 and a minimum value of 10 for respondent confidentiality
	D7GENDER	D7 Q1 TEACHER'S GENDER	These data suppressed for respondent confidentiality
	D7EMRGN	D7 Q10A EMERGENCY CREDENTIAL	These data suppressed for respondent confidentiality
	D7PRVSN	D7 Q10B PROVISIONAL CREDENTIAL	These data suppressed for respondent confidentiality
	D7DISSPE	D7 Q10C DISABILITY-SPECIFIC CREDENTIAL	These data suppressed for respondent confidentiality
	D7SPED	D7 Q10D SPECIAL EDUCATION CREDENTIAL	These data suppressed for respondent confidentiality
	D7GNED	D7 Q10E GENERAL EDUCATION CREDENTIAL	These data suppressed for respondent confidentiality
	D7SPCH	D7 Q10F SPEECH/LANGUAGE LICENSE	These data suppressed for respondent confidentiality
	D7PHYST	D7 Q10G PHYSICAL THERAPY LICENSE	These data suppressed for respondent confidentiality
	D7OCCPT	D7 Q10H OCCUPATIONAL THERAPY LICENSE	These data suppressed for respondent confidentiality
	D7CTCLIN	D7 Q10I CERTIF OF CLINICAL COMPETENCE	These data suppressed for respondent confidentiality
	D7OTHPRF	D7 Q10J OTHER PROFESSIONAL LICENSE	These data suppressed for respondent confidentiality
	D7NOCRED	D7 Q10K NO CREDENTIALS/ENDORSEMENTS	These data suppressed for respondent confidentiality
	D7EXAM	D7 Q11 TAKEN NATIONAL CERTIFICATION EXM	These data suppressed for respondent confidentiality
	D7EARLY	D7 Q12A TEACHER'S EARLY EDUCATION COURSE	These data suppressed for respondent confidentiality
	D7ERLSPE	D7 Q12B EARLY CHDHD SPECIAL ED COURSE	These data suppressed for respondent confidentiality
	D7ELEM	D7 Q12C TEACHER'S ELEMENTARY ED COURSES	These data suppressed for respondent confidentiality
	D7SECED	D7 Q12D SECONDARY EDUCATION COURSE	These data suppressed for respondent confidentiality
	D7ESL	D7 Q12E TEACHER'S ESL COLLEGE COURSES	These data suppressed for respondent confidentiality
	D7BILED	D7 Q12F BILINGUAL EDUCATION COURSE	These data suppressed for respondent confidentiality
	D7SPECED	D7 Q12G TEACHER'S SPECIAL ED COURSES	These data suppressed for respondent confidentiality
	D7LRNDIS	D7 Q12H LEARNING DISABILITIES COURSE	These data suppressed for respondent confidentiality
	D7MNTL	D7 Q12I MENTAL RETARDATION COURSE	These data suppressed for respondent confidentiality
	D7ORTHPD	D7 Q12J ORTHOPEDIC IMPAIRMNTS COURSE	These data suppressed for respondent confidentiality
	D7EMTNL	D7 Q12K EMOTIONAL DISTURBAN COURSE	These data suppressed for respondent confidentiality
	D7DEAF	D7 Q12L DEAFNESS COURSE	These data suppressed for respondent confidentiality
	D7BLIND	D7 Q12M BLINDNESS COURSE	These data suppressed for respondent confidentiality
	D7COMDIS	D7 Q12N COMMNCTN DISORDERS COURSE	These data suppressed for respondent confidentiality
	D7INFNT	D7 Q12O DISABLD INFANTS/TODLRS COURSE	These data suppressed for respondent confidentiality
	D7PHYSTH	D7 Q12P PHYSICAL THERAPY COURSE	These data suppressed for respondent confidentiality
	D7OCCTH	D7 Q12Q OCCUPATIONAL THERAPY COURSE	These data suppressed for respondent confidentiality
	D7SCHPSY	D7 Q12R SCHOOL PSYCHOLOGY COURSE	These data suppressed for respondent confidentiality
	D7CLMGMT	D7 Q12S CLASSROOM MANAGEMENT COURSE	These data suppressed for respondent confidentiality
	D7CRPOS2	D7 Q13 CURRENT POSITION IN SCHOOL	These data suppressed for respondent confidentiality
	D7ASSIGN	D7 Q14 TEACHER'S MAIN ASSIGNMENT	These data suppressed for respondent confidentiality
	D7GENED	D7 Q15A WORK IN GENERAL ED ROOM	These data suppressed for respondent confidentiality
	D7SPEDRM	D7 Q15B WORK IN A SPECIAL ED ROOM	These data suppressed for respondent confidentiality
	D7NCLSS	D7 Q15C WORK IN NON-CLASSROOM SPACE	These data suppressed for respondent confidentiality
	D7OTHRM	D7 Q15D WORK IN OTHER TYPE OF ROOM	These data suppressed for respondent confidentiality
	D7NODIR	D7 Q15E DON'T WORK W/STUDENT DIRECTLY	These data suppressed for respondent confidentiality
	D7ENJOY	D7 Q16A TEACHR ENJOYS PRESENT TCHNG JOB	These data suppressed for respondent confidentiality
	D7MKDIF	D7 Q16B TCHR MAKES DIFF IN CHDN LIVES	These data suppressed for respondent confidentiality
	D7TEACH	D7 Q16C TEACHR WOULD CHOOSE TCHNG AGAIN	These data suppressed for respondent confidentiality
	D7CLSZO	D7 Q16D SATISFIED WITH CLASS SIZE	These data suppressed for respondent confidentiality
	D7JOBTS	D7 Q16E JOB SECURITY STATE/LOCAL TESTS	These data suppressed for respondent confidentiality
	D7NOSTDN	D7 Q17 NUMBER OF STUDENTS W/ IEPS	These data suppressed for respondent confidentiality
	D7MMCOM	D7 Q18A MONTH QUESTIONNAIRE COMPLETED	These data suppressed for respondent confidentiality

See note at end of table.

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

Field ID	Variable	Field label	Comment
	D7DDCOM	D7 Q18B DAY QUESTIONNAIRE COMPLETED	These data suppressed for respondent confidentiality
	D7YYCOM	D7 Q18C YEAR QUESTIONNAIRE COMPLETED	These data suppressed for respondent confidentiality
	D7YRBORN	D7 Q2 TEACHER'S YEAR OF BIRTH	These data suppressed for respondent confidentiality
	D7HISP	D7 Q3 HISPANIC OR LATINO	These data suppressed for respondent confidentiality
	D7RACE1	D7 Q4 AMERICAN INDIAN OR ALASKA NATIVE	These data suppressed for respondent confidentiality
	D7RACE2	D7 Q4 ASIAN	These data suppressed for respondent confidentiality
	D7RACE3	D7 Q4 BLACK OR AFRICAN AMERICAN	These data suppressed for respondent confidentiality
	D7RACE4	D7 Q4 NATIVE HAWAIIAN OR OTHER PAC ISL	These data suppressed for respondent confidentiality
	D7RACE5	D7 Q4 WHITE	These data suppressed for respondent confidentiality
	D7HGHSTD	D7 Q5 HIGHEST ED LEVEL TEACHER ACHIEVED	These data suppressed for respondent confidentiality
	D7HGHPAR	D7 Q6 HIGHEST ED LEVEL PARENTS ACHIEVED	These data suppressed for respondent confidentiality
	D7SCHLYR	D7 Q7 YEARS AT THIS SCHOOL	These data suppressed for respondent confidentiality
	D7SPLYRS	D7 Q8 YEARS WITH SPECIAL ED STUDENTS	These data suppressed for respondent confidentiality
	D7YRSTCH	D7 Q9 TOTAL YEARS TEACHING	These data suppressed for respondent confidentiality
	D7SETQA	D7 SP ED PART A QUESTIONNAIRE COMPLETED	These data suppressed for respondent confidentiality
	E7NOTEC	E5 Q17 DID NOT USE ASSIST TECH	These data suppressed for respondent confidentiality
	E7SPEIEP	E7 Q1 CURRENT SP ED SERVICE THROUGH IEP	These data suppressed for respondent confidentiality
	E7HRSSPE	E7 Q10 HRS/WK SP ED SCHEDULED FOR CHILD	These data suppressed for respondent confidentiality
	E7ADPPE	E7 Q11A ADAPTIVE PHYSICAL EDUCATION	These data suppressed for respondent confidentiality
	E7CLSAD	E7 Q11B CLASSROOM AIDES	These data suppressed for respondent confidentiality
	E7BRAILE	E7 Q11C INSTRUCTION IN BRAILLE	These data suppressed for respondent confidentiality
	E7INTRPR	E7 Q11D INTERPRETER FOR THE DEAF	These data suppressed for respondent confidentiality
	E7SGNLNG	E7 Q11E INSTRUCTN IN AMERCN SIGN LNG	These data suppressed for respondent confidentiality
	E7MNLENG	E7 Q11F INSTRUCTN IN MANUAL ENGLISH	These data suppressed for respondent confidentiality
	E7CUEDSP	E7 Q11G INSTRUCTION IN CUED SPEECH	These data suppressed for respondent confidentiality
	E7USEBRA	E7 Q11H USE OF BRAILLE INSTRUCTION	These data suppressed for respondent confidentiality
	E7USESGN	E7 Q11I USE OF AMERCN SIGN LNG INSTRUCT	These data suppressed for respondent confidentiality
	E7USECUE	E7 Q11J USE OF MANUAL ENG INSTRUCTION	These data suppressed for respondent confidentiality
	E7USECSP	E7 Q11K USE OF CUED SPEECH INSTRUCTION	These data suppressed for respondent confidentiality
	E7PRMPLC	E7 Q12 PRIMARY PLACEMENT IN GEN ED CLSRM	These data suppressed for respondent confidentiality
	E7SPEDOT	E7 Q13 % TIME SERV OUTSDE GN ED CLSRM	These data suppressed for respondent confidentiality
	E7ONEON1	E7 Q14A ONE-ON-ONE INSTRUCTION	These data suppressed for respondent confidentiality
	E7SMLGRP	E7 Q14B SMALL-GROUP INSTRUCTION	These data suppressed for respondent confidentiality
	E7LRGGRP	E7 Q14C LARGE-GROUP INSTRUCTION	These data suppressed for respondent confidentiality
	E7COPLRN	E7 Q14D COOPERATIVE LEARNING	These data suppressed for respondent confidentiality
	E7PEERTR	E7 Q14E PEER TUTORING	These data suppressed for respondent confidentiality
	E7CMPTR	E7 Q14F COMPUTER-BASED INSTRUCTION	These data suppressed for respondent confidentiality
	E7DIRINS	E7 Q14G DIRECT INSTRUCTION	These data suppressed for respondent confidentiality
	E7COGSTR	E7 Q14H COGNITIVE STRATEGIES	These data suppressed for respondent confidentiality
	E7SMNGT	E7 Q14I SELF-MANAGEMENT	These data suppressed for respondent confidentiality
	E7BMNGT	E7 Q14J BEHAVIOR MANAGEMENT	These data suppressed for respondent confidentiality
	E7NOINS	E7 Q14K DID NOT DELIVER INSTRUCTION	These data suppressed for respondent confidentiality
	E7SGNINT	E7 Q14L THROUGH SIGN INTERPRETER	These data suppressed for respondent confidentiality
	E7DKMTHD	E7 Q14M DON'T KNOW METHODS USED	These data suppressed for respondent confidentiality
	E7GENRL	E7 Q15A CURRICULUM GENERAL ED CLASSROOM	These data suppressed for respondent confidentiality
	E7SPECL	E7 Q15B CURRICULUM SPECIAL ED CLASSROOM	These data suppressed for respondent confidentiality
	E7ACHLVL	E7 Q16 GOALS CHILD EXPECTED TO ACHIEVE	These data suppressed for respondent confidentiality
	E7VANS	E7 Q17A VANS, VEHICLES	These data suppressed for respondent confidentiality

See note at end of table.

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

Field ID	Variable	Field label	Comment
	E7WHLCHR	E7 Q17B WHEELCHAIRS	These data suppressed for respondent confidentiality
	E7WHTCN	E7 Q17C WHITE CANES	These data suppressed for respondent confidentiality
	E7ELCTRN	E7 Q17D ELECTRONIC COMMUNICATION AID	These data suppressed for respondent confidentiality
	E7NOELC	E7 Q17E NONELECTRONIC COMMUNICATION AID	These data suppressed for respondent confidentiality
	E7HAIDS	E7 Q17F HEARING AIDS	These data suppressed for respondent confidentiality
	E7FMLOOP	E7 Q17G FM LOOPS	These data suppressed for respondent confidentiality
	E7TTYS	E7 Q17H TTYS/TDDS	These data suppressed for respondent confidentiality
	E7IMPLNT	E7 Q17I COCHLEAR IMPLANTS	These data suppressed for respondent confidentiality
	E7CPTN	E7 Q17J REAL TIME CAPTIONING	These data suppressed for respondent confidentiality
	E7BRATXT	E7 Q17K BRAILLE TEXTS	These data suppressed for respondent confidentiality
	E7ELCBRA	E7 Q17L ELECTRONIC BRAILLE DEVICES	These data suppressed for respondent confidentiality
	E7DIGTXT	E7 Q17M DIGITAL TEXTS	These data suppressed for respondent confidentiality
	E7MGNFY	E7 Q17N MAGNIFYING DEVICES	These data suppressed for respondent confidentiality
	E7CCTV	E7 Q17O CCTV	These data suppressed for respondent confidentiality
	E7TAPERC	E7 Q17P TAPE RECORDERS	These data suppressed for respondent confidentiality
	E7CALC	E7 Q17Q CALCULATORS	These data suppressed for respondent confidentiality
	E7ELCSPL	E7 Q17R ELECTRONIC SPELLING DEVICES	These data suppressed for respondent confidentiality
	E7CMPIND	E7 Q17S COMPUTER FOR SOLE USE OF CHILD	These data suppressed for respondent confidentiality
	E7CMPSHR	E7 Q17T COMPUTER SHARED W/OTHR CHILDREN	These data suppressed for respondent confidentiality
	E7CMPRDG	E7 Q17U READING SOFTWARE	These data suppressed for respondent confidentiality
	E7CMPWRT	E7 Q17V WRITING SOFTWARE	These data suppressed for respondent confidentiality
	E7CMPMTH	E7 Q17W MATHEMATICS SOFTWARE	These data suppressed for respondent confidentiality
	E7ADPOTH	E7 Q17X OTHER ASSIST TECH SPCFY	These data suppressed for respondent confidentiality
	E7CMPGEN	E7 Q17Y COMPUTER GENERAL	These data suppressed for respondent confidentiality
	E7COMPUT	E7 Q18 CHILD ASSIGNED FULL TIME COMPUTER	These data suppressed for respondent confidentiality
	E7OFTGTC	E7 Q19 FREQ MEET WITH GENERAL ED TCHRS	These data suppressed for respondent confidentiality
	E7ENROL	E7 Q2 CHILD ENROLLMENT GRADE	These data suppressed for respondent confidentiality
	E7LNGTHM	E7 Q20 LENGTH OF GENERAL ED TEACHER MTGS	These data suppressed for respondent confidentiality
	E7OFTPAR	E7 Q21 FREQ COMMUNICATION WITH PARENTS	These data suppressed for respondent confidentiality
	E7EVLPSY	E7 Q22A PSYCHOLOGICAL EVALUATION	These data suppressed for respondent confidentiality
	E7EVLSPC	E7 Q22B SPEECH/LANGUAGE EVALUATION	These data suppressed for respondent confidentiality
	E7EVLVSN	E7 Q22C VISION EVALUATION	These data suppressed for respondent confidentiality
	E7EVLHR	E7 Q22D HEARING EVALUATION	These data suppressed for respondent confidentiality
	E7EVLLD	E7 Q22E LEARNING/EDUCATIONAL EVALUATION	These data suppressed for respondent confidentiality
	E7EVLMS	E7 Q22F MOTOR SKILLS EVALUATION	These data suppressed for respondent confidentiality
	E7EVLAC	E7 Q22G ACADEMICS EVALUATION	These data suppressed for respondent confidentiality
	E7EVLOTH	E7 Q22H OTHER EVALUATION	These data suppressed for respondent confidentiality
	E7GOAL	E7 Q23 PERCENT OF IEP GOALS MET	These data suppressed for respondent confidentiality
	E7IEPNXY	E7 Q24 IEP NEXT YEAR	These data suppressed for respondent confidentiality
	E7STUTST	E7 Q25 STUDENT IN SCHL ASSESSMENT PROG	These data suppressed for respondent confidentiality
	E7MMCOM	E7 Q26A MONTH QUESTIONNAIRE COMPLETED	These data suppressed for respondent confidentiality
	E7DDCOM	E7 Q26B DAY QUESTIONNAIRE COMPLETED	These data suppressed for respondent confidentiality
	E7YYCOM	E7 Q26C YEAR QUESTIONNAIRE COMPLETED	These data suppressed for respondent confidentiality
	E7FSTIEP	E7 Q3 WHEN DID CHILD FIRST HAVE IEP	These data suppressed for respondent confidentiality
	E7RVRCRD	E7 Q4 REVIEWED CHILD'S SP ED RECORD	These data suppressed for respondent confidentiality
	E7PRMDIS	E7 Q5 STUDENT'S MAIN DISABILITY CATEGORY	These data suppressed for respondent confidentiality
	E7LRNDIS	E7 Q6A SPECIAL ED/LEARNING DISABILITY	These data suppressed for respondent confidentiality
	E7EMTPRB	E7 Q6B SPECIAL ED/EMOTIONAL PROBLEM	These data suppressed for respondent confidentiality
	E7SPCHLN	E7 Q6C SPECIAL ED /SPEECH IMPAIRMENT	These data suppressed for respondent confidentiality

See note at end of table.

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

Field ID	Variable	Field label	Comment
	E7MNTRTR	E7 Q6D SPECIAL ED/MENTAL RETARDATION	These data suppressed for respondent confidentiality
	E7BLNVSL	E7 Q6E SPECIAL ED/VISUAL IMPAIRMENT	These data suppressed for respondent confidentiality
	E7DEAFHH	E7 Q6F SPECIAL ED/HARD OF HEARING	These data suppressed for respondent confidentiality
	E7HLTHIM	E7 Q6G SPECIAL ED/HEALTH IMPAIRMENT	These data suppressed for respondent confidentiality
	E7PHYSIM	E7 Q6H SPECIAL ED/PHYSICAL IMPAIRMNT	These data suppressed for respondent confidentiality
	E7MLTIM	E7 Q6I SPECIAL ED/MULTIPLE IMPAIRMENT	These data suppressed for respondent confidentiality
	E7DFBLND	E7 Q6J SPECIAL ED/DEAF-BLIND	These data suppressed for respondent confidentiality
	E7DEVDLY	E7 Q6K SPECIAL ED/DEV DELAY	These data suppressed for respondent confidentiality
	E7AUTISM	E7 Q6L SPECIAL ED/AUTISM	These data suppressed for respondent confidentiality
	E7BRAIN	E7 Q6M SPECIAL ED/BRAIN INJURY	These data suppressed for respondent confidentiality
	E7SPED	E7 Q7 RECEIVING SP ED OR RELATED SERVCS	These data suppressed for respondent confidentiality
	E7IEPRDG	E7 Q8A IEP GOAL-READING	These data suppressed for respondent confidentiality
	E7IEPMTH	E7 Q8B IEP GOAL-MATHEMATICS	These data suppressed for respondent confidentiality
	E7IEPLNG	E7 Q8C IEP GOAL-LANGUAGE ARTS	These data suppressed for respondent confidentiality
	E7IEPSCI	E7 Q8D IEP GOAL-SCIENCE	These data suppressed for respondent confidentiality
	E7IEPADT	E7 Q8E IEP GOAL-AUDITORY PROCESSING	These data suppressed for respondent confidentiality
	E7IEPLST	E7 Q8F IEP GOAL-LISTENING COMPREHENSION	These data suppressed for respondent confidentiality
	E7IEPORL	E7 Q8G IEP GOAL-ORAL EXPRESSION	These data suppressed for respondent confidentiality
	E7IEPVOC	E7 Q8H IEP GOAL-VOICE/SPEECH ARTICULATN	These data suppressed for respondent confidentiality
	E7IEPLP	E7 Q8I IEP GOAL-LANGUAGE PRAGMATICS	These data suppressed for respondent confidentiality
	E7IEPSOC	E7 Q8J IEP GOAL-SOCIAL SKILLS	These data suppressed for respondent confidentiality
	E7IEPADP	E7 Q8K IEP GOAL-ADAPTIVE BEHAVIOR	These data suppressed for respondent confidentiality
	E7IEPTRN	E7 Q8L IEP GOAL-TRANSITIONAL GOALS	These data suppressed for respondent confidentiality
	E7IEPFMS	E7 Q8M IEP GOAL-FINE MOTOR SKILLS	These data suppressed for respondent confidentiality
	E7IEPGMS	E7 Q8N IEP GOAL-GROSS MOTOR SKILLS	These data suppressed for respondent confidentiality
	E7IEPMOB	E7 Q8O IEP GOAL-ORIENTATION+MOBILITY	These data suppressed for respondent confidentiality
	E7IEPOTH	E7 Q8P IEP GOAL-OTHER SPECIFY	These data suppressed for respondent confidentiality
	E7ADLGY	E7 Q9A AUDIOLOGY PROVIDED	These data suppressed for respondent confidentiality
	E7CNSSER	E7 Q9B COUNSELING SERVICES PROVIDED	These data suppressed for respondent confidentiality
	E7OCCTHR	E7 Q9C OCCUPATIONAL THERAPY PROVIDED	These data suppressed for respondent confidentiality
	E7PHYTHR	E7 Q9D PHYSICAL THERAPY PROVIDED	These data suppressed for respondent confidentiality
	E7PSYTHR	E7 Q9E PSYCHOLOGICAL SERVICES PR0VIDED	These data suppressed for respondent confidentiality
	E7SCHHLT	E7 Q9F SCHOOL HEALTH SERVICES PROVIDED	These data suppressed for respondent confidentiality
	E7SOCWRK	E7 Q9G SOCIAL WORK SERVICES PROVIDED	These data suppressed for respondent confidentiality
	E7TRNSPR	E7 Q9H SPECIAL TRANSPORT PROVIDED	These data suppressed for respondent confidentiality
	E7LNGTHR	E7 Q9I LANGUAGE THERAPY PROVIDED	These data suppressed for respondent confidentiality
	E7MOBILT	E7 Q9J ORIENTATION SERVICES PROVIDED	These data suppressed for respondent confidentiality
	E7MIBILT	E7 Q9K MOBILITY SERVICES PROVIDED	These data suppressed for respondent confidentiality
	E7REHAB	E7 Q9L REHABILITATION SERVICES PROVIDED	These data suppressed for respondent confidentiality
	E7OTHSER	E7 Q9M OTHER SERVICE PROVIDED	These data suppressed for respondent confidentiality
	E7SETQB	E7 SP ED PART B 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 2007.

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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 8.6 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 dataset. 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 appendixes.

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. (Given the variations of Windows Vista, it is uncertain what issues may be encountered when attempting to run the ECB on this operating

system.) 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.

As noted above, 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 dataset 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 dataset 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®, Windows 98®, Windows 2000®, Windows XP®, or Windows NT® 4.0 environment. As mentioned in the previous section, use of the ECB in the Vista environment may produce unexpected results. 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 follow-up 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
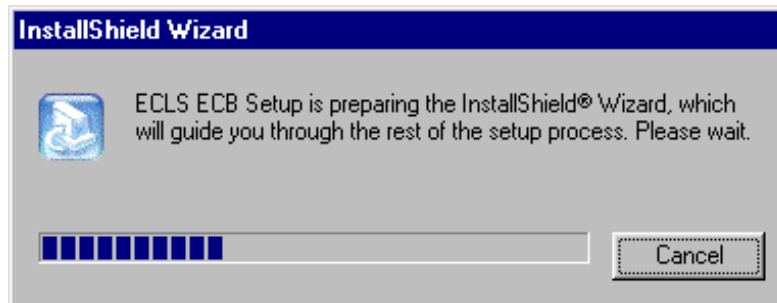
7. You will be prompted to continue with the installation in the Welcome window shown in exhibit 8-3. Click on the Next button to continue.

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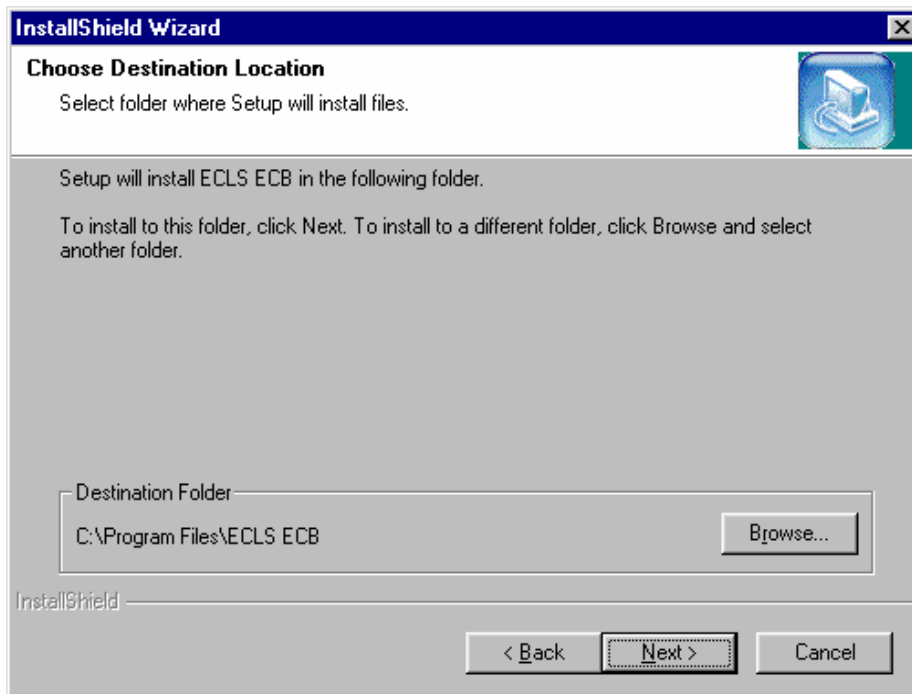
9. Setup will then start installing files. Exhibit 8-5 shows the setup status.

Exhibit 8-5.   Setup Status
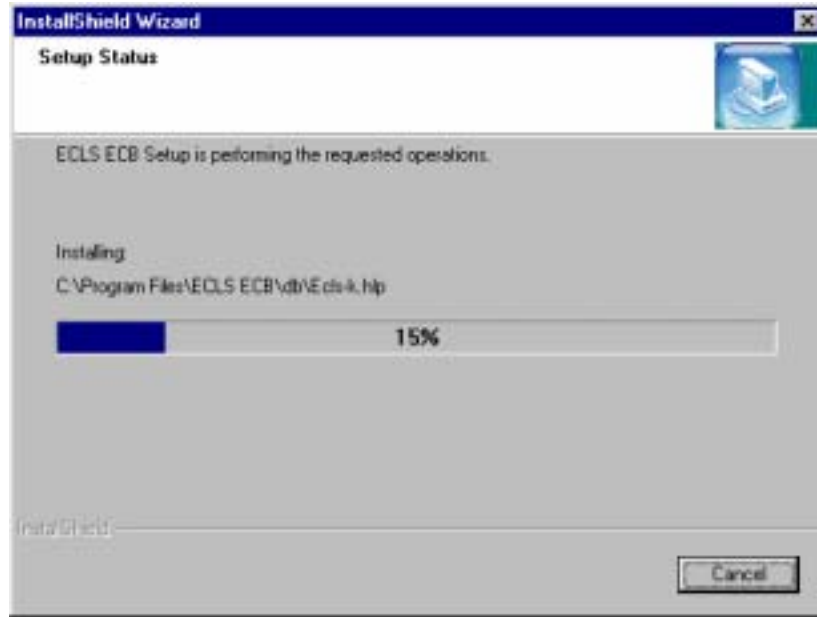
10. Once the installation is completed, the InstallShield Wizard Complete window shown in exhibit 8-6 will appear. Click on the Finish button to finish the process and return to your PC's desktop.

Exhibit 8-6.   InstallShield Wizard Complete
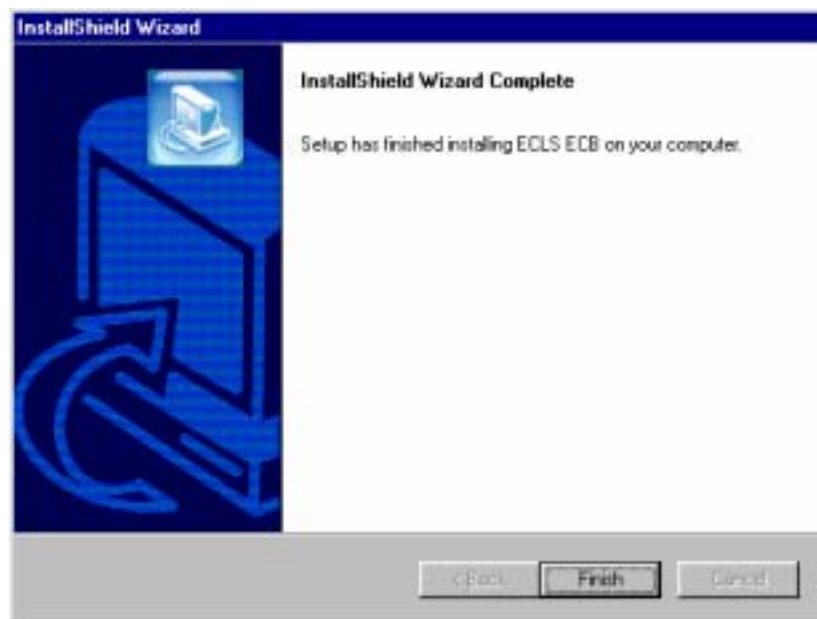
11. The installation process should take about a minute, depending on the speed of the computer on which the ECB is being installed.

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.
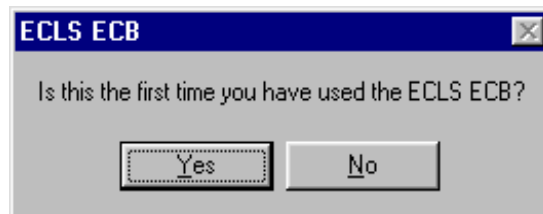
Exhibit 8-7a.   Desktop icon

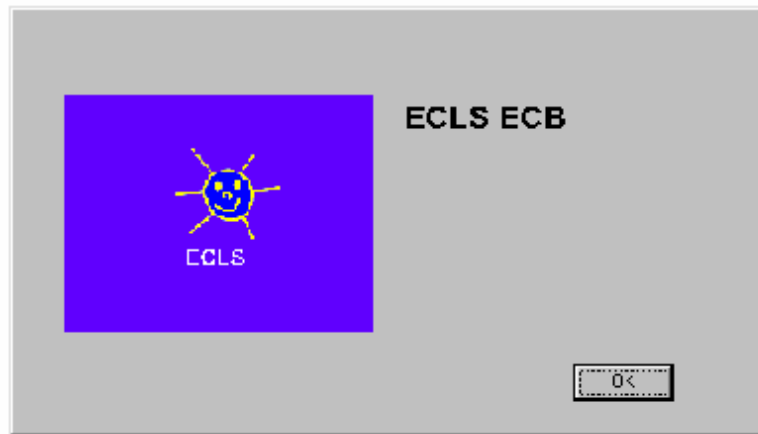Exhibit 8-7b. Desktop screen—click start
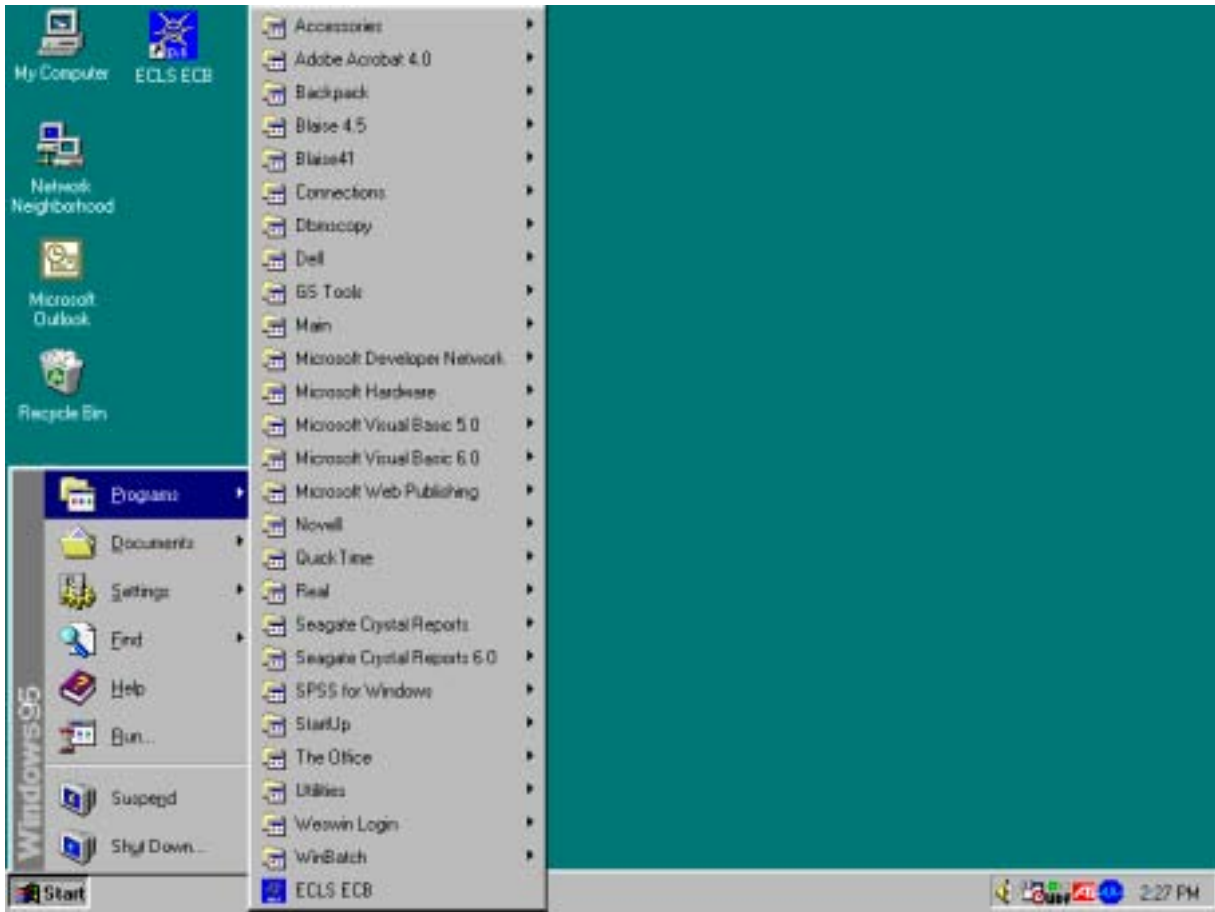
2. If you are a first-time user of the ECB, exhibit 8-8 will appear and ask if you are a new ECB user.
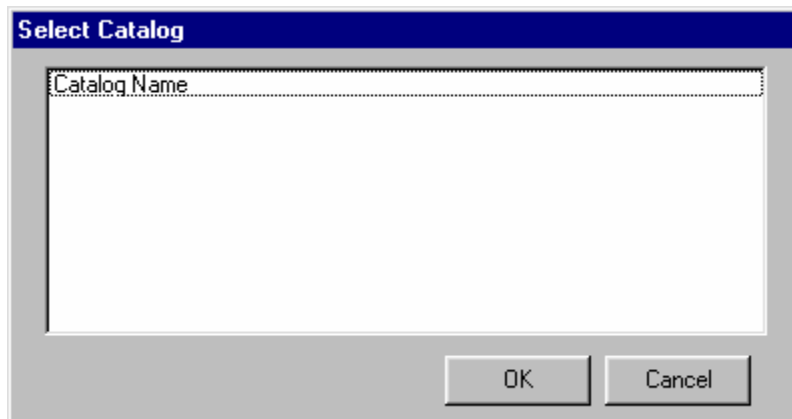
Exhibit 8-8. First-time user dialog box

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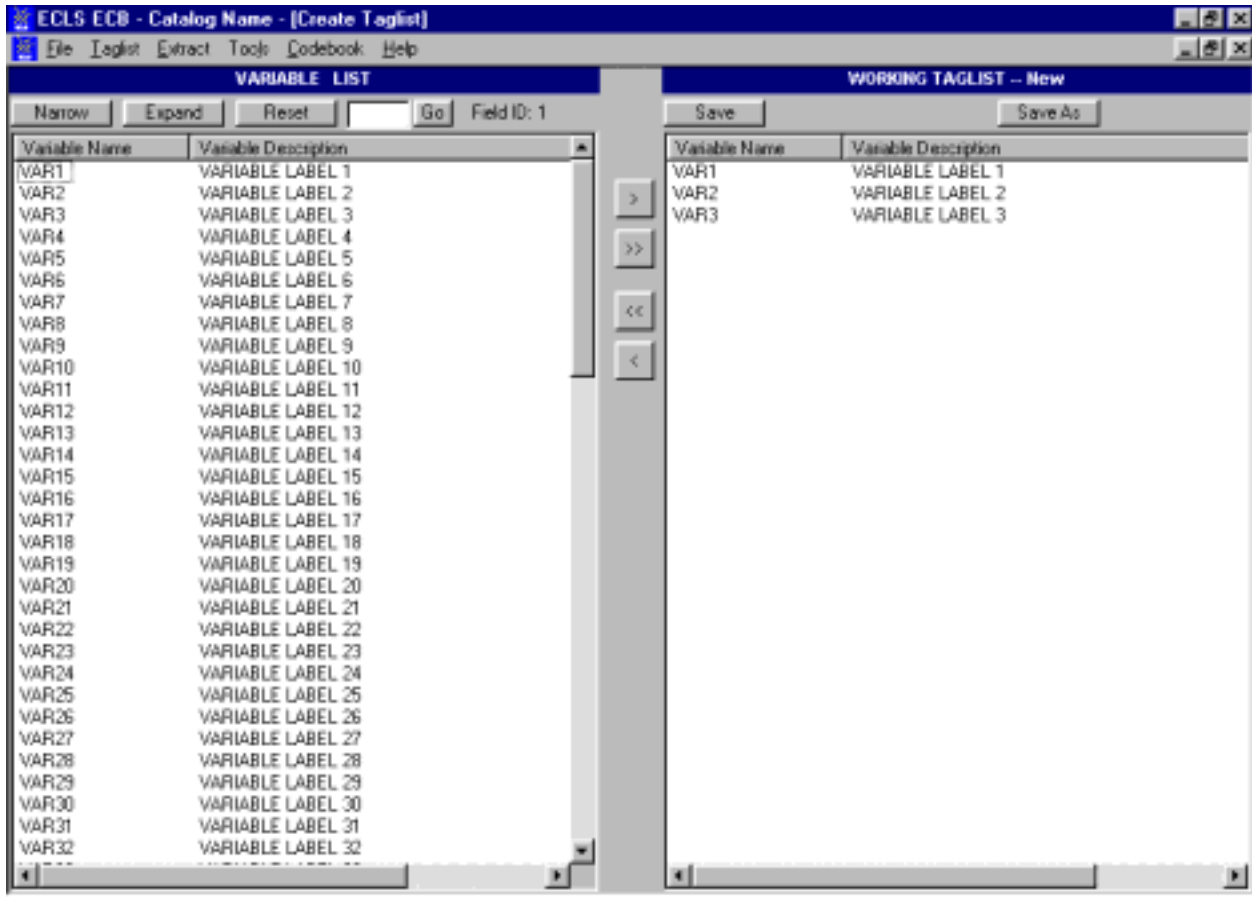
Exhibit 8-9.   ECB splash screen

4.   On the Select Catalog screen (exhibit 8-10), highlight the name of the catalog. (The eighth-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
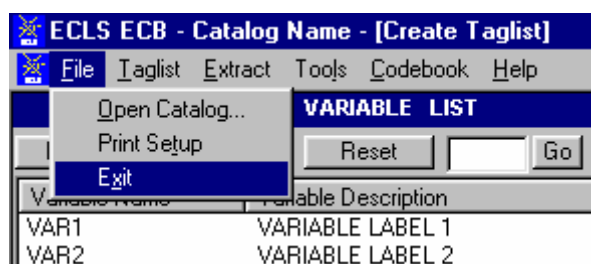   sections.

8.2.3   Exiting the ECB

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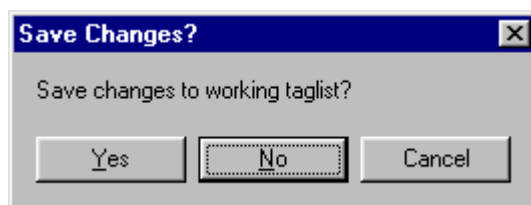information.

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.
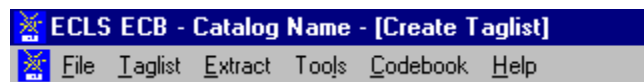
Exhibit 8-14.   Title Bar

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 8.6 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 <u>underscore</u> 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 <u>underscored</u> 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. The field ID is the variable's number in the ECB - for example, CHILDID is the first variable appearing in the ECB, and it has FieldID=1.
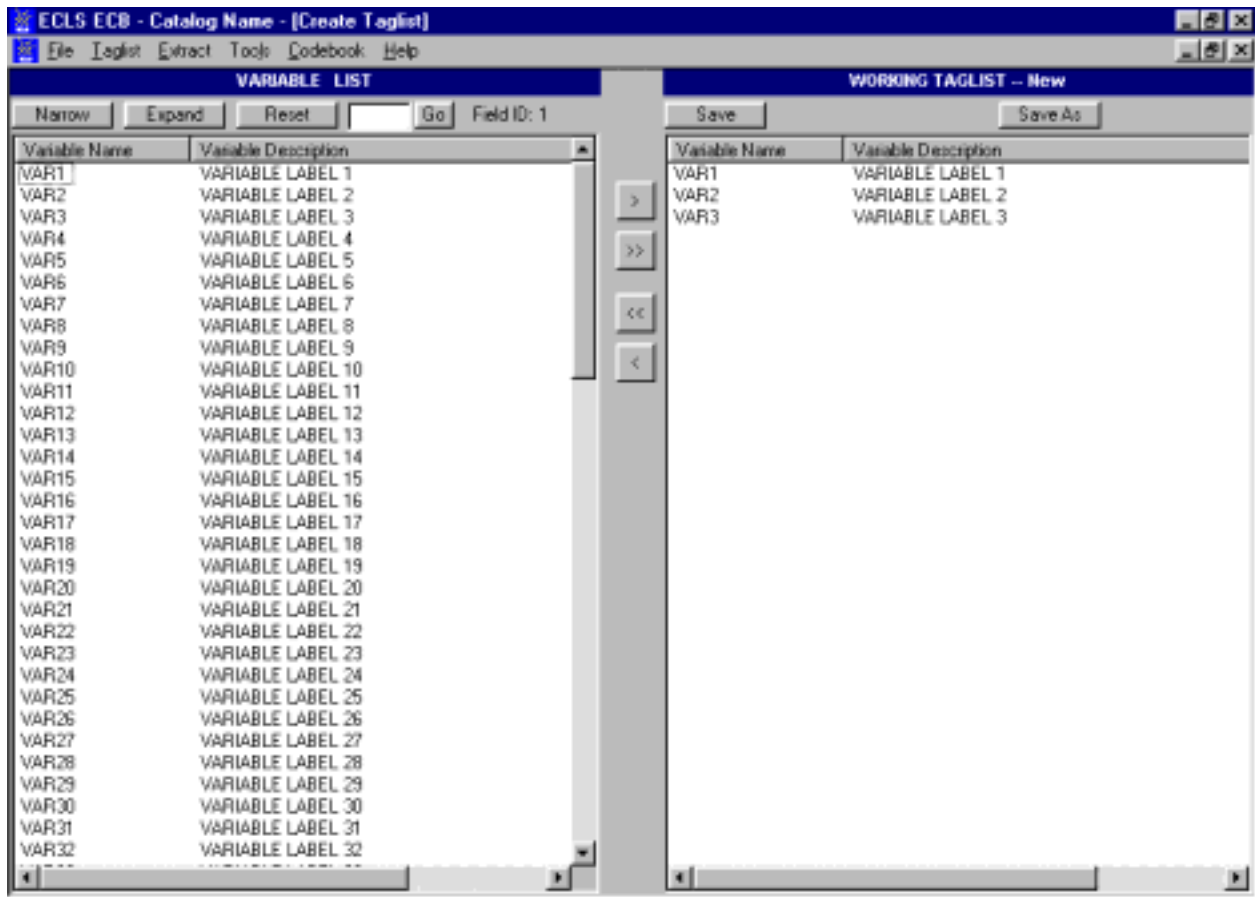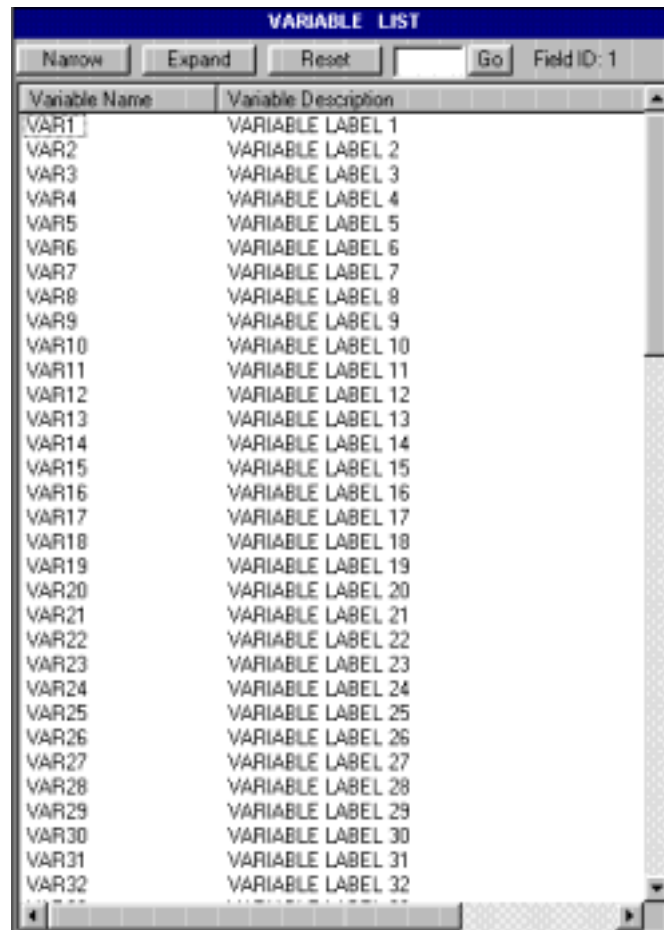
Exhibit 8-16.   ECB main screen

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
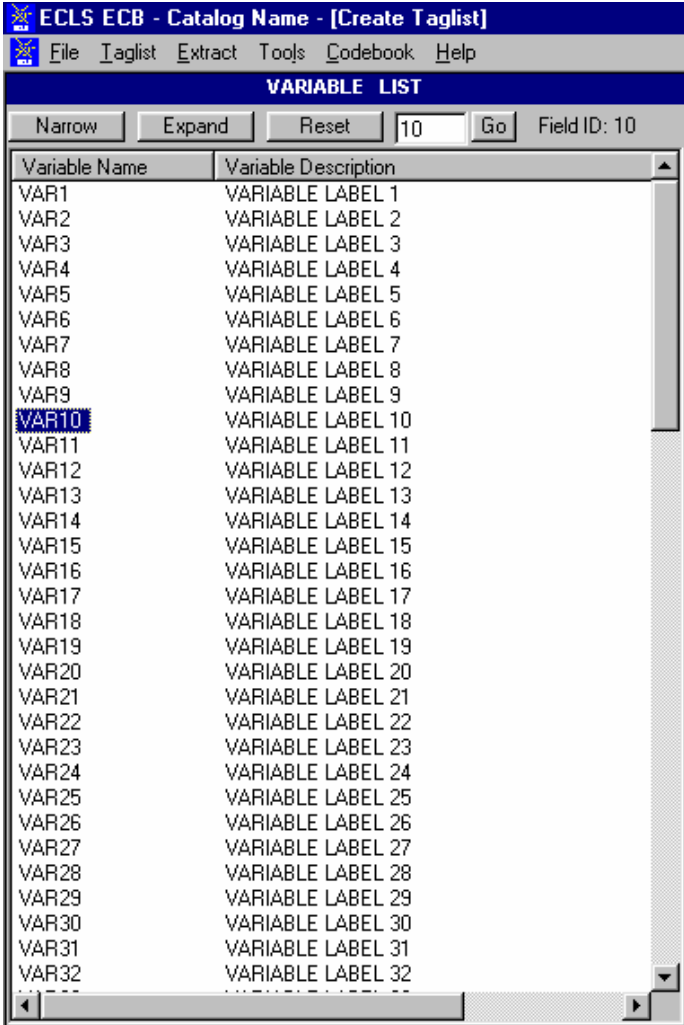
8.3.1.2   Narrowing Your Variable Search

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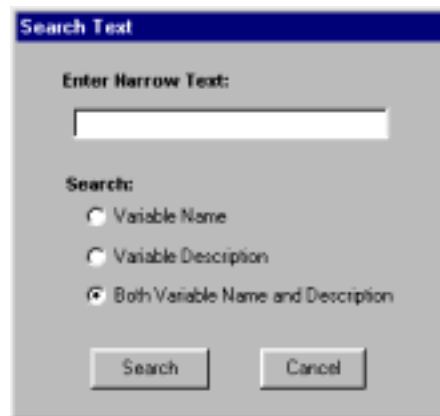
3. Enter a key character string, word, or phrase in the Enter Narrow Text field. Character strings can include a single alphanumeric character or a sequence of several characters. The search is not case sensitive. The results returned will be all entries that contain that exact sequence of letters, numbers,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

4. Click on 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
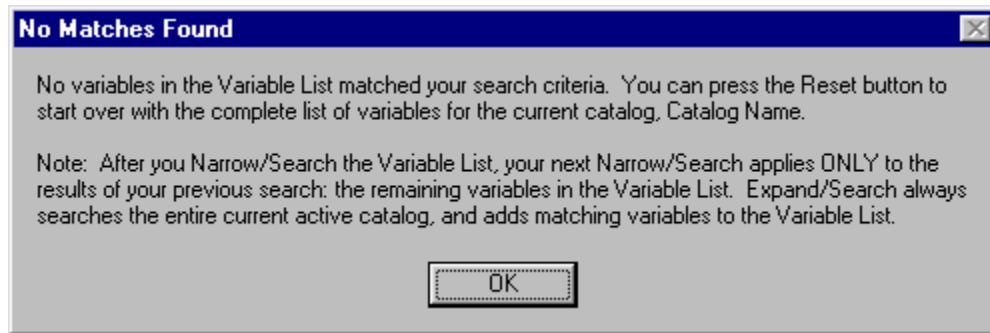
7.   Repeat the Narrow Search procedure if necessary.

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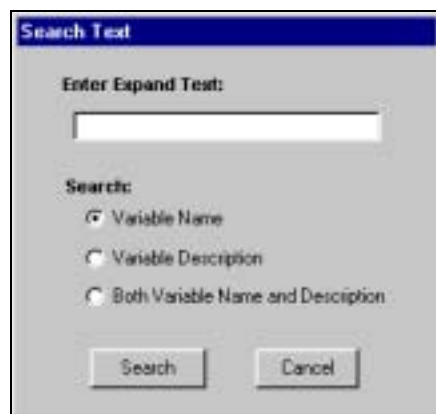
3.   Enter a key character string, word, or phrase in the Enter Expand Text field. Character strings can include a single alphanumeric character or a sequence of several characters. The search is not case sensitive. The results returned will be all entries that contain that exact sequence of letters,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

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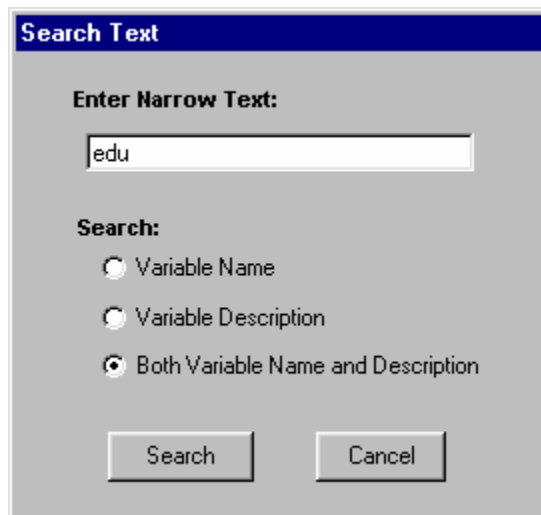
Please note that the field ID at the upper right corner of the Variable List reflects the order of the variables in the catalog rather than that in the expanded Variables List.

Exhibit 8-23.   No Matches Found message
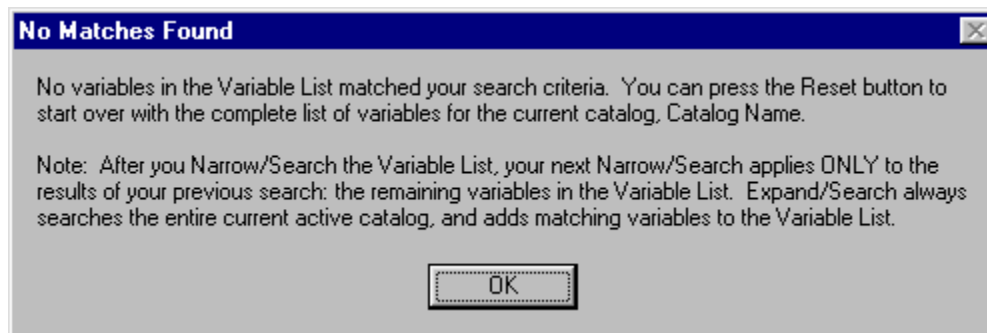
8.3.1.4   Resetting Your Variable List

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 dataset 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
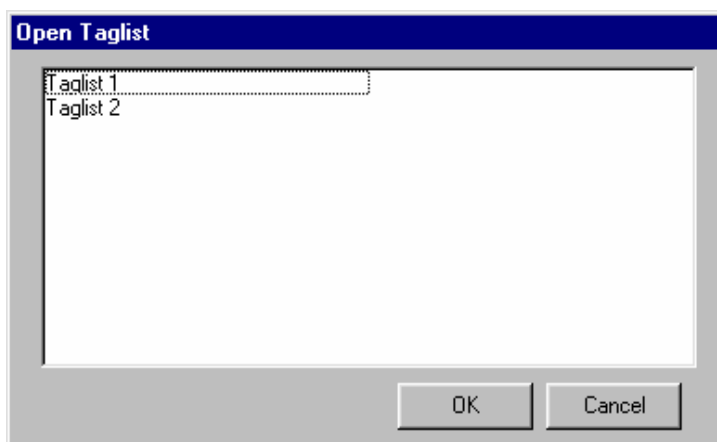
4.   Highlight the taglist that you wish to open.

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
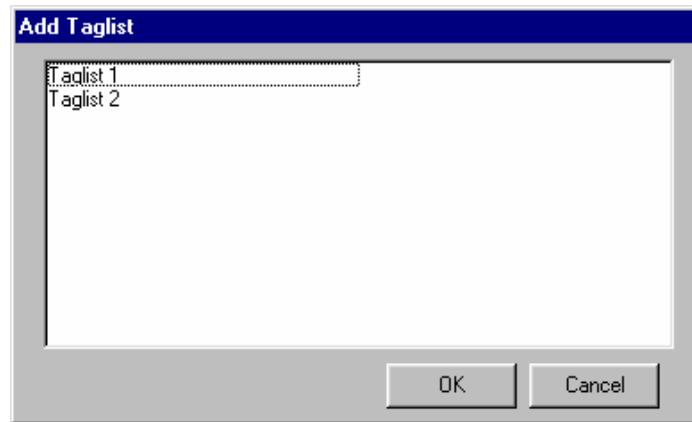
8.4.3   Removing Variables From the Working Taglist

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.

Removing or untagging 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" <u>only</u> 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)
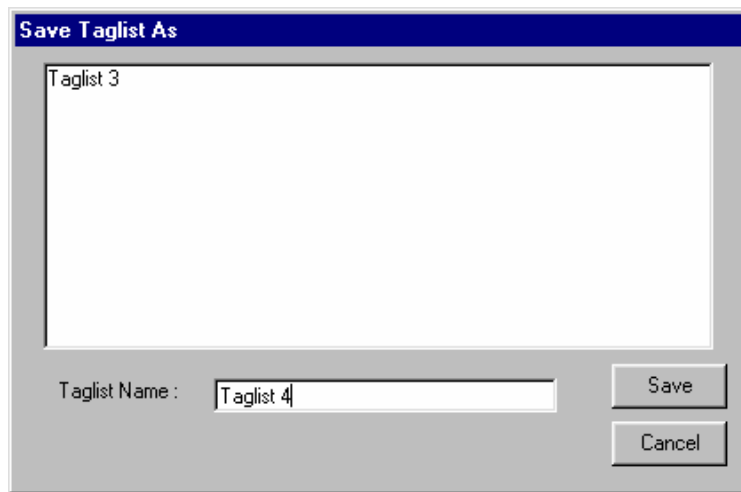
8.4.5   Exporting Taglists

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
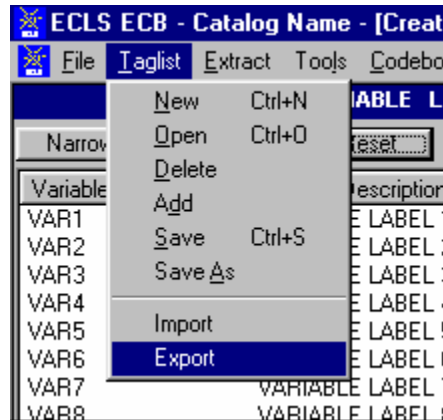
Exhibit 8-32.   Export Taglist dialog box
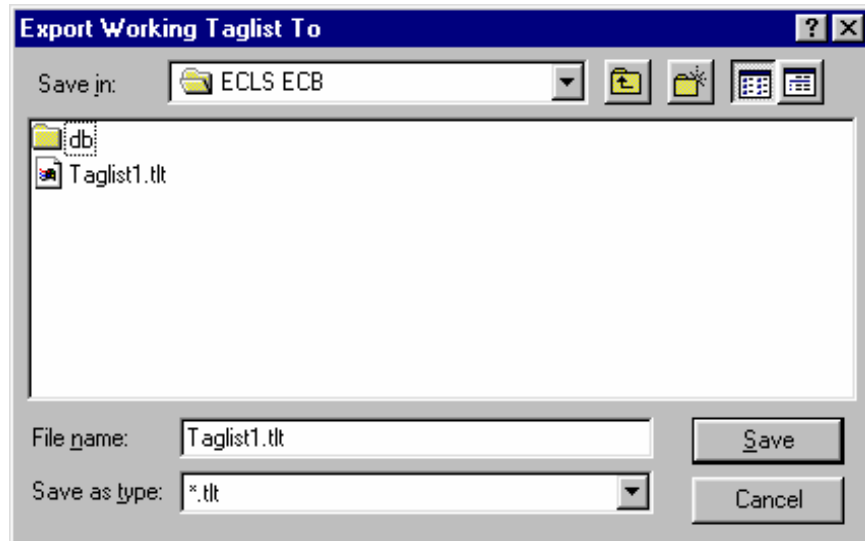
8.4.6   Importing Taglists

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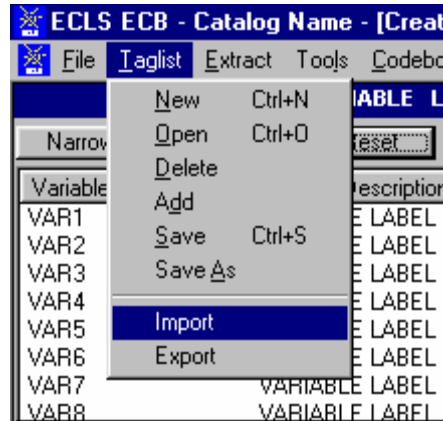
3. You will be prompted to save the current Working Taglist if unsaved changes have been made. Save the taglist if desired.

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
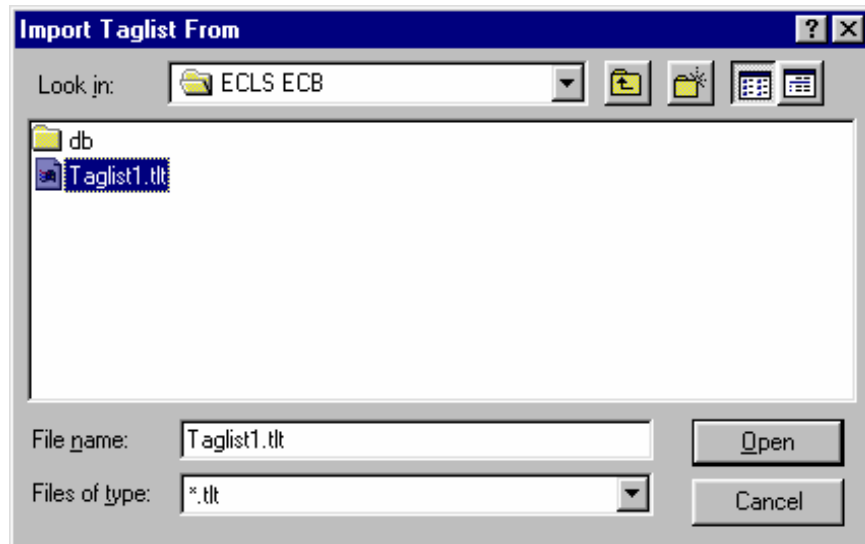
8.4.8   Deleting Taglists

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 deleted 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
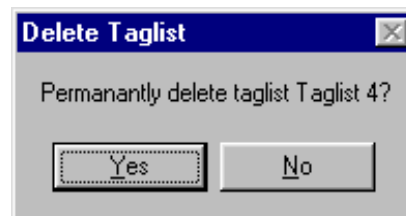
8.4.9   Viewing Codebook and Variable Information

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
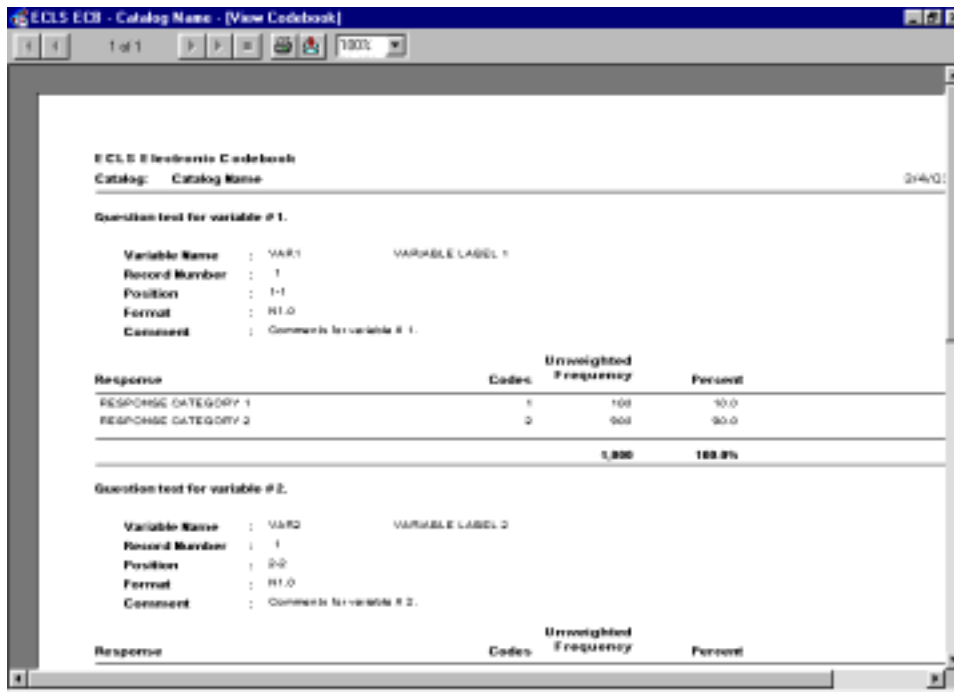
Exhibit 8-39. Navigation buttons

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.
100% ▼	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
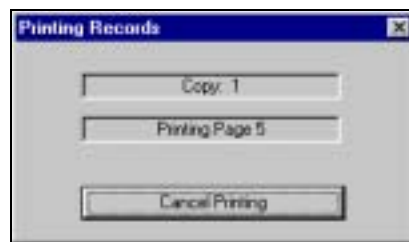
3.   The codebook for the current taglist opens in a new window, similar to the one shown in exhibit 8-38.

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 the codebook for a catalog in its entirety will take a long time due to the large size. In addition, users encountering difficulty with codebooks exported in Word format (due to variations in versions of Word or PC registry settings) should export the codebook using the Rich Text Format (RTF). The document can then be opened using Word or another text-based software package (Notepad, WordPad, TextPad, etc.).

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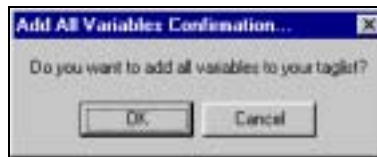
3.   All of the variables listed in the Variable List are now displayed in the Working Taglist.

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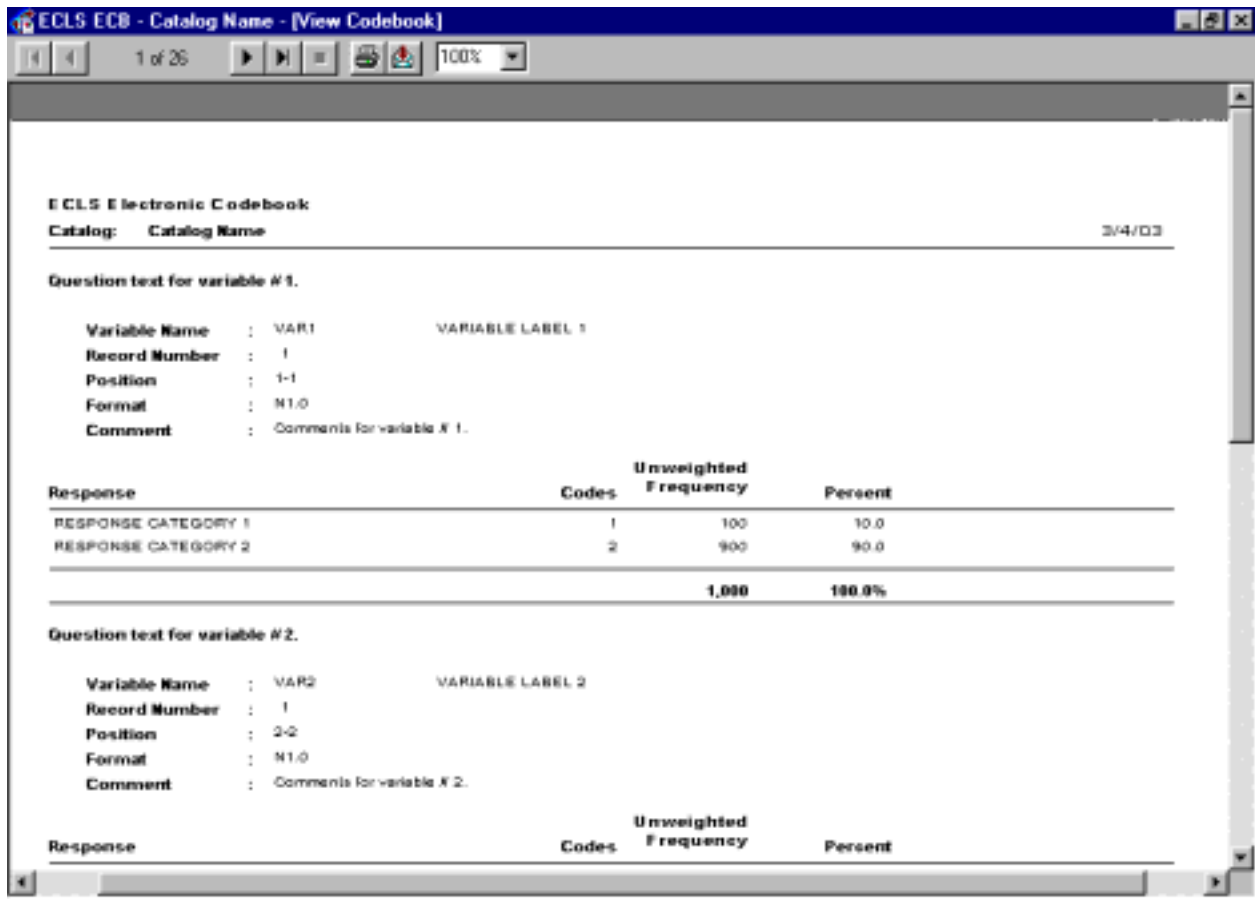
6.   To print the entire codebook, click on the printer icon displayed at the top of the codebook screen. Select ALL from the Printer Dialog box (exhibit 8-45). Enter the number of copies you want and click on the OK button.

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 dataset names larger than eight characters, the SAS system will reject these names at run-time.

Exhibit 8-46.   Limiting fields dialog box
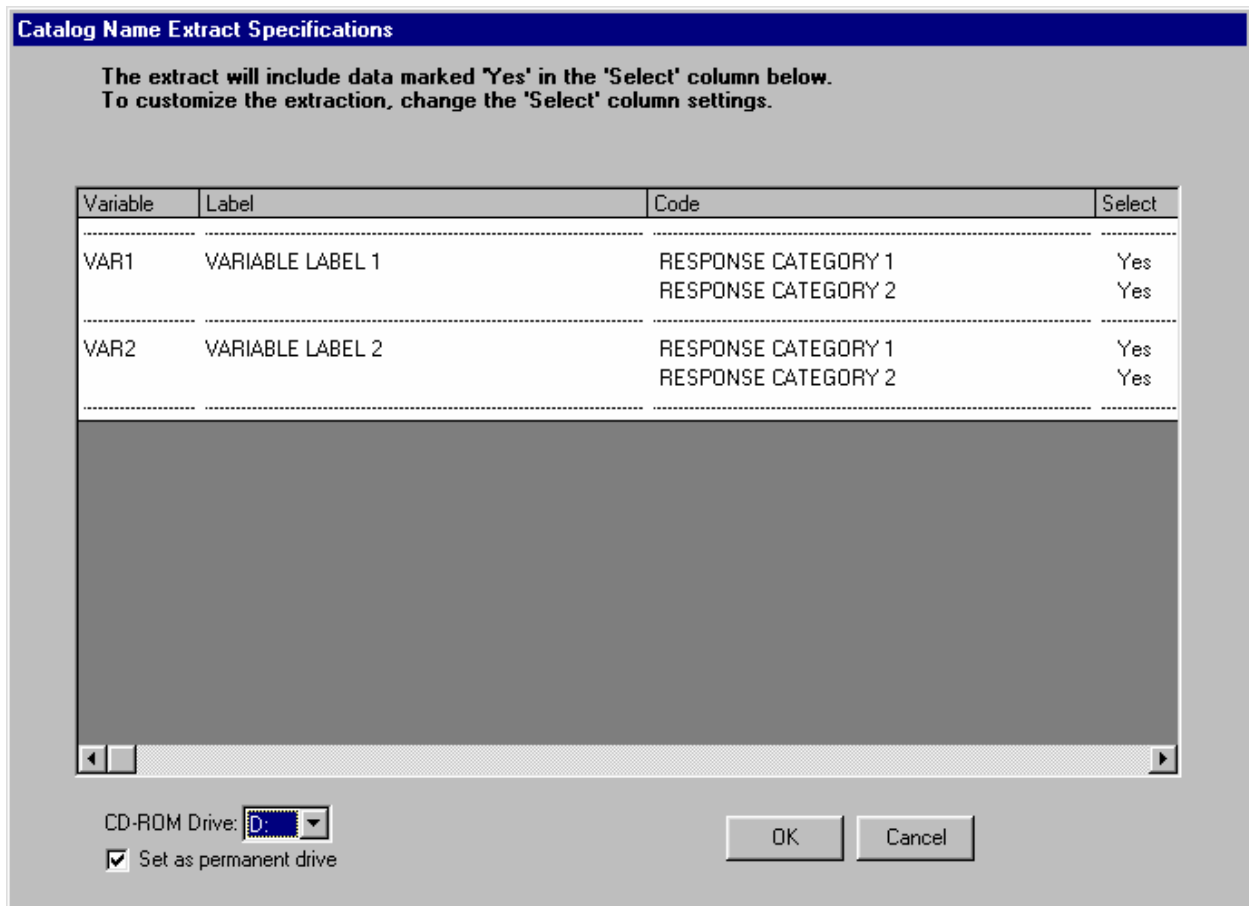
Refer to appendix E for instructions on using and modifying the catalog-specific limiting variables.

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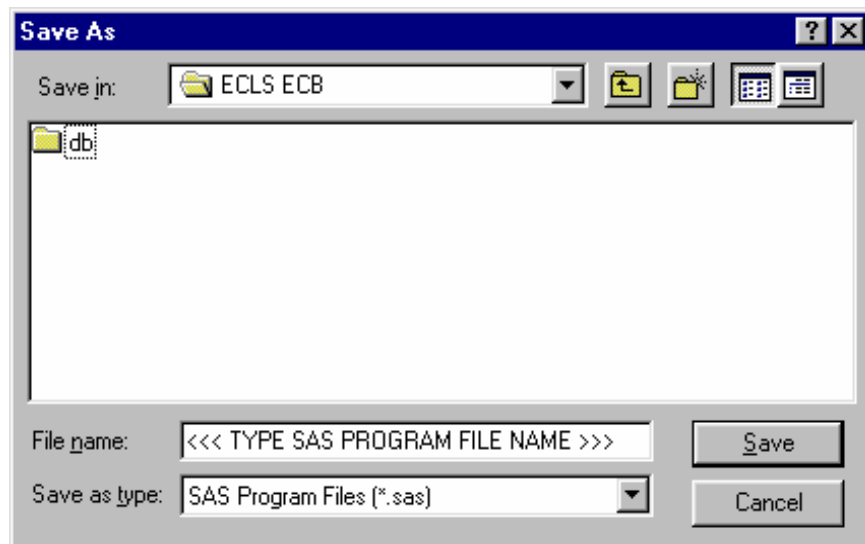
6. To save the file to another directory, click on the "Save in" dropdown menu button to browse to the new location, as shown in exhibit 8-48.

Exhibit 8-48.   Save SAS program file location browse screen
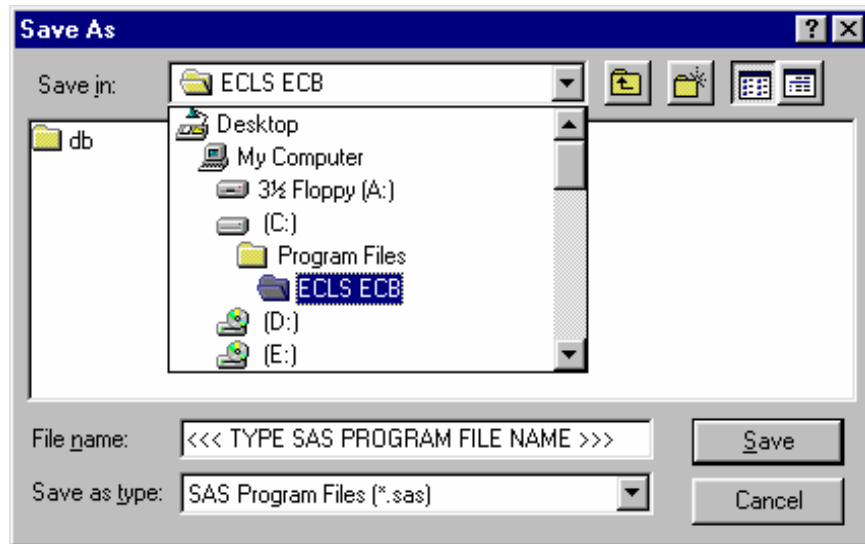
7.   Click on the Save button to store the file.

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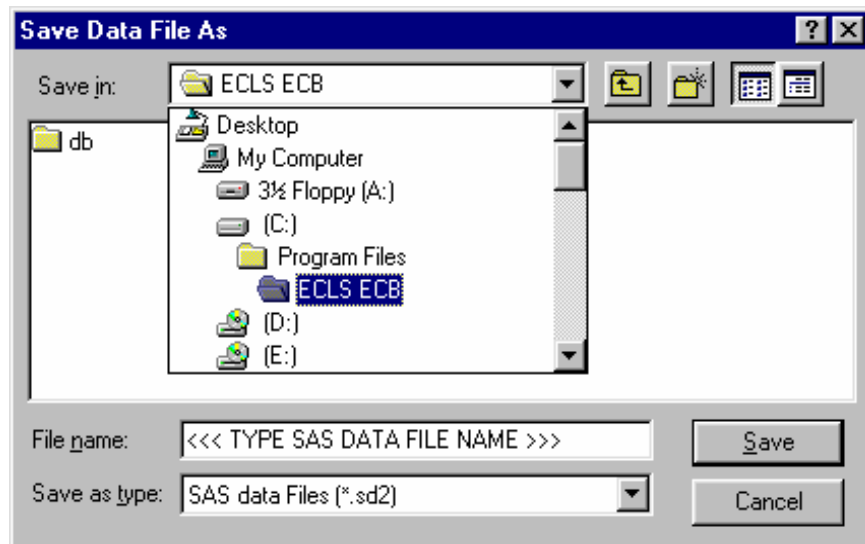
9.   Run the saved extract program in SAS to extract the data.

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
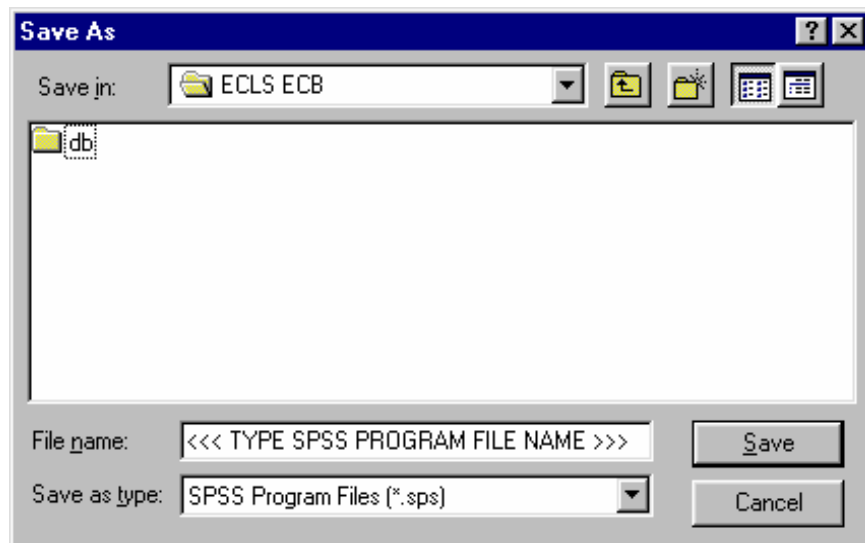
Exhibit 8-51.   Save SPSS program file location browse screen
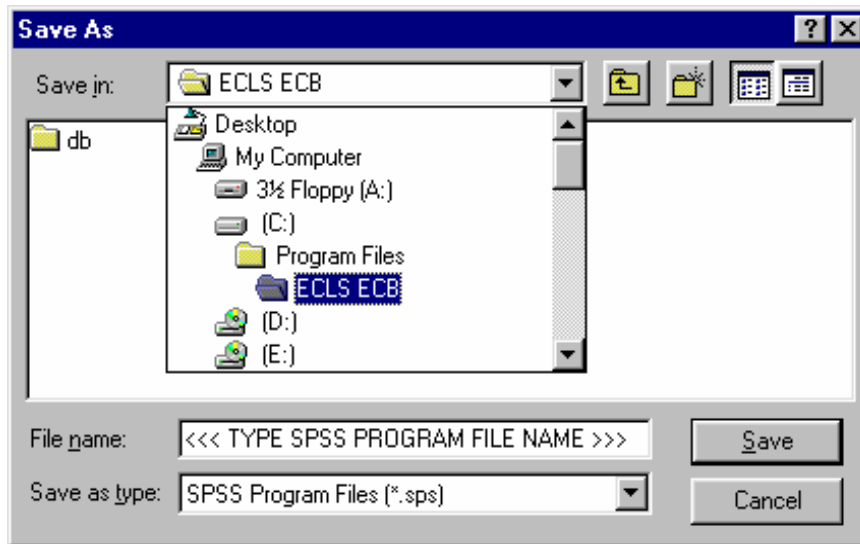
8.   In the Save Data File As window (exhibit 8-52), type in the file name you want the data file to save to and then click on Save.

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

Exhibit 8-52.   Save SPSS data file dialog box
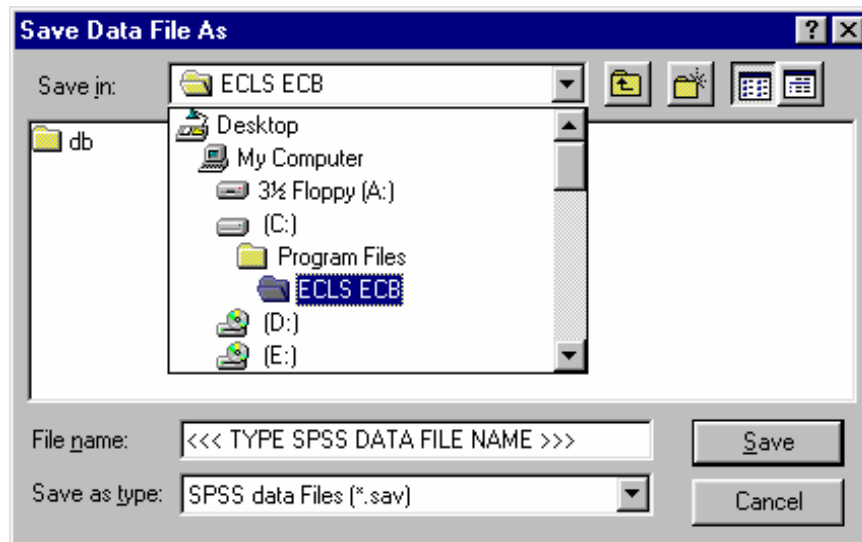
How To Extract a File to Stata Format:

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
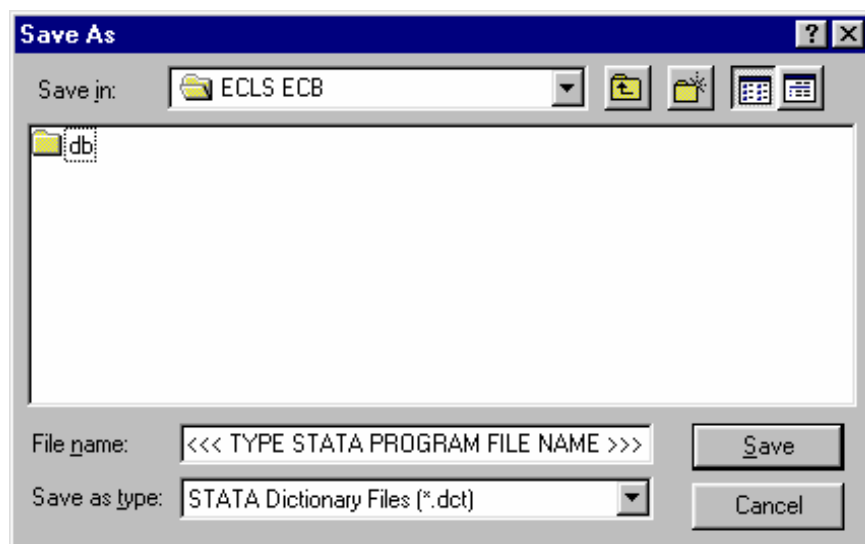
Exhibit 8-54.   Save Stata program file location browse screen
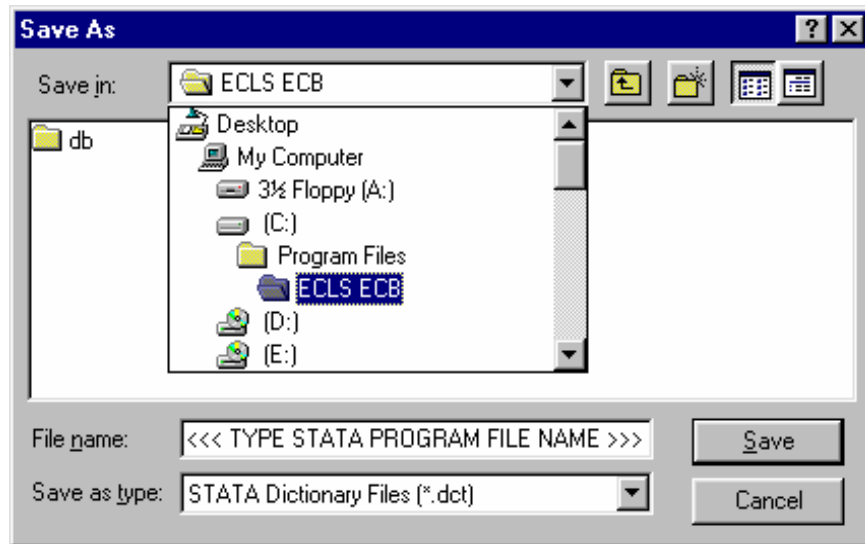
Exhibit 8-55.   Save Stata data file dialog box
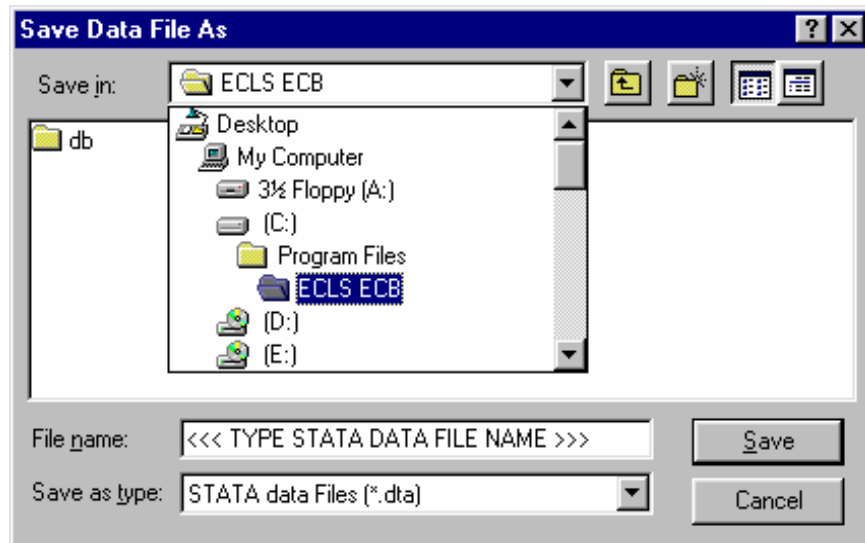
8.5.1   Reviewing the Extract Specifications

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, 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.
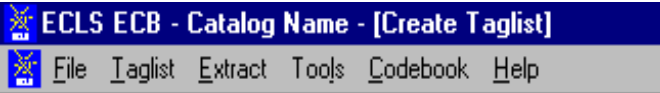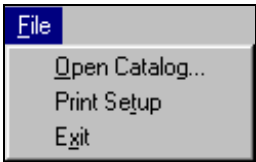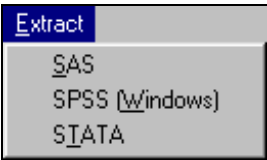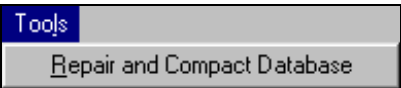
Exhibit 8-56.   Repair database completed screen
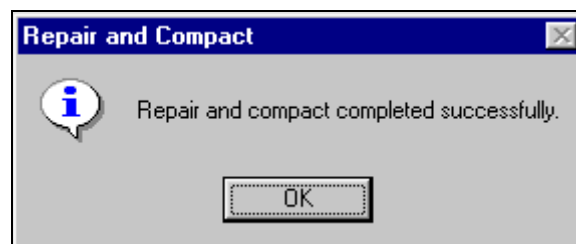
3.   Click on the OK button.

8.6 Menu Bar Descriptions

Exhibit 8-57.   Menu Bar descriptions

ECLS ECB - Catalog Name - [Create Taglist] File Taglist Extract Tools Codebook Help	
File Open Catalog... Print Setup Exit	The File menu contains the commands needed to do the following: ■ Select and open a catalog; ■ Set up your software for printing; and ■ Exit the ECB.
Taglist Extract Too New Ctrl+N Open Ctrl+O Delete Add Save Ctrl+S Save As Import Export	The Taglist menu contains the commands required to manipulate the variable lists once a catalog has been selected: ■ Create a new taglist; ■ Open a previously saved or predefined taglist; ■ Delete a previously saved taglist; ■ Add a previously saved or predefined taglist to the working taglist; ■ Save the working taglist; ■ Save a taglist with another name; ■ Import a previously exported taglist as working taglist and; ■ Export the working taglist for distribution.
Extract SAS SPSS (Windows) STATA	The Extract menu contains options to create a syntax file for the following: ■ SAS; ■ SPSS for Windows; or ■ Stata.
Tools Repair and Compact Database	The Tools menu contains ■ The command for repairing and compacting the database.
Codebook View Print	The Codebook menu contains the command for the following: ■ Viewing the entire codebook based on the working taglist; and ■ Printing the entire codebook based on the working taglist.
Help Contents About	The Help menu provides access to the detailed online help system.

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 eighth-grade restricted-use file who wish to create their own longitudinal files using data from previous rounds of the ECLS-K. Users who intend to use the K–8 full sample 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, once for fifth grade and once for eighth grade, within-third grade, within-fifth grade, and within-eighth grade longitudinal analyses are not possible. Cross-year analyses, on the other hand, those that combine information from two or more of the kindergarten, first-grade, third-grade, fifth-grade, or eighth-grade years, are the focus of this chapter.

This chapter describes how to combine (or merge) the kindergarten, first-grade, third-grade, fifth-grade, and eighth-grade files to create cross-year files for K–8 longitudinal analyses. The information contained in this chapter applies to users of the base-year, first-grade, third-grade, fifth-grade, and eighth-grade files. Users of the public-use files can consider using the public-use K–8 full sample file briefly described in chapter 1, which combines data from the base year and first, third, fifth, and eighth grades. It contains longitudinal weights so that analysts can examine children's growth and development between kindergarten and eighth grade. Because it contains most of the variables in the restricted-use files, most users will find it more convenient to use the K–8 full sample data file that NCES releases rather than creating their own longitudinal file (see chapter 10).

This chapter begins with a discussion of K–8 longitudinal analyses and the types of research questions that can be addressed with cross-year files. All the examples assume that analysts are including eighth-grade data in their analyses. In chapter 10, additional examples of longitudinal research questions are provided, not all of which include eighth-grade data. It then describes the K–8 longitudinal weights

available on the cross-sectional file 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 and into middle school. 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–8 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-, fifth-, and eighth-grade data are released only as child-based files, all analyses involving either first-grade, third-grade, fifth-grade, or eighth-grade data will, of necessity, be child-based. Second, the first-, third-, fifth-, and eighth-grade data are not representative of all first-grade or third-grade or fifth-grade or eighth-grade schools, classrooms, or teachers in the United States. Since the sample was freshened neither in third grade, fifth grade nor eighth grade, the children are not representative of all children attending third grade in the 2001–02 school year, fifth grade in the 2003–04 school year, and eighth grade in the 2006–07 school year. Children who started their schooling in the U.S. in second, third, fourth, fifth, or eighth grade are not represented in the sample. Similarly, since the study follows a cohort, children who were in eighth grade in the 2006–07 school year because they were repeating that grade are not represented in the sample. Researchers conducting K–8 analyses should not attempt to use the data to describe the population of all third- or fifth- or eighth-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 or 8 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–8 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 eighth grade?

2.   Do measures of school readiness at the beginning of kindergarten predict children's skill and knowledge levels at the end of eighth 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 eighth grade than their peers who experienced more difficulty settling into school, or is slow adjustment to kindergarten associated with poorer performance in eighth grade?

5.   Are there particular school or classroom characteristics that are associated with larger growth rates in reading and mathematics skills between first grade and eighth grade, between third grade and eighth grade, or between fifth grade and eighth grade?

6.   Are kindergartners' reading and mathematics growth over the first 7 years of school associated with their family's poverty status in kindergarten?

To study these and similar questions, researchers would use information from two or more rounds of data collection, across the kindergarten, first-, third-, fifth-, and eighth-grade years.[35] For the first question, the researcher would need to examine differences between fall-kindergarten and spring-eighth grade assessment scores. To do this, one would use fall-kindergarten data with spring-eighth grade data. Similarly, questions 2 and 3 (regarding the relationship between readiness at kindergarten entry—or maternal employment in that time frame—and eighth-grade outcomes) would be examined by using 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, spring-fifth grade, and spring-eighth grade). For example, one could use variables from fall-kindergarten and spring-kindergarten to measure

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[35] When creating a longitudinal file to analyze assessment scores, the recalibrated assessments scores contained on the eighth-grade file should be used. Please refer to chapter 3 for more information on the recalibrated scores.

adjustment during kindergarten and then relate those variables to outcomes in the spring of the third, fifth, and eighth grades.

9.3 K–8 Longitudinal Weights

9.3.1 Types of K–8 Longitudinal Weights

K–8 longitudinal weights are used to analyze data in a K–8 file created by merging base-year, first-grade, third-grade, fifth-grade, and eighth-grade data or by users of the K–8 full sample file data file created by NCES.[36] Cross-sectional weights, on the other hand, are used for analyses within one round of data collection. There are several sets of K–8 longitudinal weights computed for children with complete data from different combinations of rounds. All K–8 longitudinal weights are child-level weights. There are no K–8 longitudinal weights at the school or teacher level since school- and teacher-level weights are not computed for the first-grade, third-grade, fifth-grade, or eighth-grade year. The K–8 longitudinal weights are defined as follows:

- C67CW0 is nonzero if assessment data are present for both spring-fifth grade and spring-eighth grade, or if the child was excluded from direct assessment in both of these rounds of data collection due to a disability.

- C67PW0 is nonzero if parent interview data are present for both spring-fifth grade and spring-eighth grade.

- C567CW0 is nonzero if assessment data are present for spring-third grade, spring-fifth grade, and spring-eighth grade, or if the child was excluded from direct assessment in all of these three rounds of data collection due to a disability.

- C567PW0 is nonzero if parent interview data are present for spring-third grade, spring-fifth grade, and spring-eighth grade.

- C4_7CW0 is nonzero if assessment data are present for spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade, or if the child was excluded from direct assessment in all of these four rounds of data collection due to a disability.

- C4_7PW0 is nonzero if parent interview data are present for spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade.

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[36] Please note that the K–8 full sample file contains more longitudinal weights than are described here. See chapter 10 for details on these additional weights.

- C2_7FC0 is nonzero if assessment data are present for five rounds of data collection involving the full sample of children (spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), or if the child was excluded from direct assessment in all of these five rounds of data collection due to a disability.

- C2_7FP0 is nonzero if parent interview data are present for five rounds of data collection involving the full sample of children (spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade).

- C1_7FC0 is nonzero if assessment data are present for six rounds of data collection involving the full sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), or if the child was excluded from direct assessment in all of these six rounds of data collection due to a disability.

- C1_7FP0 is nonzero if parent interview data are present for six rounds of data collections involving the full sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade).

- C1_7SC0 is nonzero if assessment data are present for all seven rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), or if the child was excluded from direct assessment in all of these seven rounds of data collection due to a disability.

- C1_7SP0 is nonzero if parent interview data are present for all seven rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade).

The use of the K–8 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-fifth grade and spring-eighth grade), three points in time (spring-third grade, spring-fifth grade, and spring-eighth grade), four points in time (spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), five points in time (spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), six points in time (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), or seven points in time (all seven rounds of data collection). For example, if the analysis uses spring-fifth grade and spring-eighth grade data, then the appropriate weights would be those beginning with C67 (denoting child-level data from round 6, spring-fifth grade AND round 7, spring-eighth 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 (English, mathematics, or science teacher questionnaire). For the same example noted earlier, the two weights available are C67CW0 and C67PW0. If parent data from spring-fifth grade and spring-eighth grade are needed for the analysis, then C67PW0 should be used.

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. Fifth-grade longitudinal weights for the analysis of the fifth-grade data alone, and of the combined kindergarten/first-grade/third-grade/fifth-grade data, are described in the fifth-grade user's manual.

K–8 longitudinal weights are used to produce estimates of differences between two or more rounds of data collection spanning kindergarten, first grade, third grade, fifth grade, and eighth grade. Simple examples involving two rounds of data collection are the differences in children's mean assessment scores between spring-fifth grade and spring-eighth grade using the C67CW0 weight and the change in the total number of persons in the household size using C67PW0. K–8 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-eighth grade for children who were assessed in spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade. In this case, C4_7PW0 is used to study the characteristics of the children as reported by their parents, and C4_7CW0 is used to estimate the change in assessment scores between spring-first grade and spring-eighth 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*.

Exhibit 9-1.   ECLS-K: K–8 longitudinal weights, spring-eighth grade: School year 2006–07

Weight	To be used for analysis of ...
C67CW0	child direct assessment data from BOTH spring-fifth grade and spring-eighth grade, alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-fifth grade or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-fifth grade or spring-eighth grade school administrator questionnaire, or (d) data from spring-fifth grade school facilities checklist.
C67PW0	parent interview data from BOTH spring-fifth grade or spring-eighth grade, alone or in combination with (a) spring-fifth grade or spring-eighth grade child assessment data, (b) data from any spring-fifth grade or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-fifth grade or spring-eighth grade school administrator questionnaire, or (d) data from spring-fifth grade school facilities checklist.
C567CW0	child direct assessment data from THREE rounds of data collection (spring-third grade, spring-fifth grade and spring-eighth grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) school administrator questionnaire data from any of these three rounds, or (d) data from any spring-third grade or spring-fifth grade school facilities checklist.
C567PW0	parent interview data from THREE rounds of data collection (spring-third grade, spring-fifth grade and spring-eighth grade), alone or in combination with (a) child assessment data from any of these three rounds, (b) data from any spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-third grade or spring-fifth grade school facilities checklist.
C4_7CW0	child direct assessment data from FOUR rounds of data collection (spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.
C4_7PW0	parent interview data from FOUR rounds of data collection (spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth), alone or in combination with (a) child assessment data from any of these four rounds, (b) data from any spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.
C2_7FC0	child direct assessment data from FIVE rounds of data collection (spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.

See notes at end of exhibit.

Exhibit 9-1.   ECLS-K: K–8 longitudinal weights, spring-eighth grade: School year 2006–07—Continued

Weight	To be used for analysis of ...
C2_7FP0	parent interview data from FIVE rounds of data collection (spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), alone or in combination with (a) child assessment data from any of these five rounds, (b) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.
C1_7FC0	child direct assessment data from SIX rounds of data collection (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.
C1_7FP0	parent interview data from SIX rounds of data collection (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), alone or in combination with (a) child assessment data from these any of these six rounds, (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.
C1_7SC0	child direct assessment data from ALL SEVEN rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade or spring-eighth grade school administrator questionnaire, or (d) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.
C1_7SP0	parent interview data from ALL SEVEN rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), alone or in combination with (a) child assessment data from any of these seven rounds, (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.

9.3.2 Weighting Procedures

This section presents the statistical procedures used to produce the K–8 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 eligible respondents are defined, and in how adjustment cells are created. For example, in computing weight C67CW0, a respondent was defined as a child for whom both cross-sectional weights, C6CW0 and C7CW0, are nonzero. A child with a nonzero C67CW0 had both spring-fifth grade and spring-eighth 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 data collection 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

In the first stage, the starting point for the K–8 longitudinal weights is the 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 in the first stage for the following:

- subsampling of movers in data collection rounds prior to eighth grade; and

- adjustment for longitudinal unknown eligibility status and 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-fifth grade/spring-eighth grade panel (longitudinal weights C67CW0 and C67PW0), a child was a mover if he had been identified as a mover in spring-fifth grade, i.e., in spring-fifth grade he attended a school that was not the school where he had been sampled in kindergarten. As mentioned earlier, all eighth-graders were followed into their new schools if they

moved between fifth and eighth grade. Therefore the concept of mover in eighth grade does not exist as far as weight computation is concerned. Similarly, for the spring-third grade/spring-fifth grade/spring-eighth grade panel (longitudinal weights C567CW0 and C567PW0), a child was a mover if he had been identified as a mover in spring-third grade and in spring-fifth grade. 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 longitudinal movers and nonmovers using race/ethnicity, school affiliation, combinations of response status of child assessments and parent interviews from previous rounds, 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 data collection: 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 in which children were part of a subsample of the ECLS-K full sample (i.e., C1_7SC0 and C1_7SP0), the initial weights were from fall-first grade. These were the base-year child-adjusted weights (as described in chapter 4, section 4.8.3.2 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, school affiliation, and race/ethnicity.

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–8 longitudinal weights, spring-eighth grade: School year 2006–07

Variable name	Number of cases	Mean	Standard deviation	CV[1] (× 100)	Minimum	Maximum	Skewness	Kurtosis	Sum
C67CW0	8,960	440.18	596.56	135.53	2.12	6,180.46	3.32	12.67	3,944,055
C67PW0	8,544	461.62	581.11	125.89	2.26	5,526.63	3.34	13.73	3,944,048
C567CW0	8,827	446.77	613.70	137.36	2.12	6,024.73	3.30	12.15	3,943,678
C567PW0	8,070	488.64	638.85	130.74	2.16	6,857.84	3.58	16.23	3,943,290
C4_7CW0	8,633	456.32	664.30	145.58	2.14	6,183.19	3.40	12.74	3,939,414
C4_7PW0	7,764	507.37	660.81	130.24	2.46	6,381.09	3.44	14.23	3,939,255
C2_7FC0	8,503	451.67	666.27	147.51	2.20	5,668.77	3.47	13.19	3,840,561
C2_7FP0	7,558	508.27	669.20	131.66	2.60	6,297.36	3.58	15.17	3,841,500
C1_7FC0	7,803	492.17	722.31	146.76	2.39	7,294.96	3.58	14.41	3,840,438
C1_7FP0	6,861	559.80	714.14	127.57	3.11	6,628.98	3.27	12.78	3,840,784
C1_7SC0	2,369	1,619.67	2,364.29	145.97	79.85	14,915.75	3.27	10.97	3,836,993
C1_7SP0	2,063	1,861.13	2,264.50	121.67	124.86	12,554.01	2.49	5.81	3,839,514

[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 2007.

The difference in the estimate of the population of children (sum of weights) between the different panels of children 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 12 longitudinal weights computed, only the first six (C67CW0, C67PW0, C567CW0, C567PW0, C4_7CW0, and C4_7PW0) involve children sampled in first grade as part of sample freshening (see section 4.3.2). For these six 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 with control totals since these panels do not include children sampled in first grade.

9.3.4   Variance Estimation

For each K–8 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 4.8. For the two longitudinal weights involving fall-first grade (C1_7SC0 and C1_7SP0), 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_7FC0 are C1_7FC1 through C1_7FC90; the replicate weights for C1_7SC0 are C1_7SC1 through C1_7SC40.

Stratum and first-stage unit identifiers used with the Taylor Series method are provided for each of the K–8 longitudinal weights in the file. They are described in exhibit 9-2. For a description of the Taylor Series method, see chapter 4, section 4.9.2.

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.

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-fifth and spring-eighth grade and their standard errors, users need to specify C67CW0 as the full sample weight, C67CW1 to C67CW90 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 (C67CW0), the stratum variable (C67CSTR), and the PSU variable (C67CPSU) must be specified. The "with replacement" sample design option, WR, must also be specified if using SUDAAN.

Exhibit 9-2. ECLS-K Taylor Series stratum and first-stage unit identifiers, spring-eighth grade: School year 2006–07

Variable name	Description
C67CSTR	Sampling stratum—spring-fifth grade/spring-eighth grade longitudinal C-weights
C67CPSU	First-stage primary sampling unit within stratum—spring-fifth grade/spring-eighth grade longitudinal C-weights
C67PSTR	Sampling stratum—spring-fifth grade/spring-eighth grade longitudinal P-weights
C67PPSU	First-stage primary sampling unit within stratum—spring-fifth grade/spring-eighth grade longitudinal P-weights
C567CSTR	Sampling stratum—spring-third grade/spring-fifth grade/spring-eighth grade longitudinal C-weights
C567CPSU	First-stage primary sampling unit within stratum—spring-third grade/spring-fifth grade/spring-eighth grade longitudinal C-weights
C567CSTR	Sampling stratum—spring-third grade/spring-fifth grade/spring-eighth grade longitudinal P-weights
C567PPSU	First-stage primary sampling unit within stratum—spring-third grade/spring-fifth grade/spring-eighth grade longitudinal P-weights
C47FCSTR	Sampling stratum—spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade longitudinal C-weights
C47FCPSU	First-stage primary sampling unit within stratum—spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade longitudinal C-weights
C47FPSTR	Sampling stratum—spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade longitudinal P-weights
C47FPPSU	First-stage primary sampling unit within stratum—spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade longitudinal P-weights
C27FCSTR	Sampling stratum—spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade longitudinal C-weights
C27FCPSU	First-stage primary sampling unit within stratum—spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade longitudinal C-weights
C27FPSTR	Sampling stratum—spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade longitudinal P-weights
C27FPPSU	First-stage primary sampling unit within stratum—spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade longitudinal P-weights
C17FCSTR	Sampling stratum—fall-kindergarten/spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade longitudinal C-weights
C17FCPSU	First-stage primary sampling unit within stratum—fall-kindergarten/spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade longitudinal C-weights
C17FPSTR	Sampling stratum—fall-kindergarten/spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade longitudinal P-weights
C17FPPSU	First-stage primary sampling unit within stratum—fall-kindergarten/spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade/spring-eighth longitudinal P-weights
C17SCSTR	Sampling stratum—longitudinal C-weights covering all seven rounds of data collection
C17SCPSU	First-stage primary sampling unit within stratum—longitudinal C-weights covering all seven rounds of data collection
C17SPSTR	Sampling stratum—longitudinal P-weights covering all seven rounds of data collection
C17SPPSU	First-stage primary sampling unit within stratum—longitudinal P-weights covering all seven 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 2007.

Table 9-2. Specifications for computing standard errors, spring-eighth grade: School year 2006–07

Type of analysis	Full sample weight	Computing standard errors						Approximating sampling errors
		Replication method (WesVar, SUDAAN or AM)				Taylor Series method (SUDAAN, Stata, SAS, SPSS or AM)		DEFT (Average root design effect)
		ID	Replicate weights	Jackknife method	Sample design[1]	Nesting variables		
Spring-fifth grade/ spring-eighth grade longitudinal	C67CW0 C67PW0	CHILDID CHILDID	C67CW1-C67CW90 C67PW1-C67PW90	JK2 JK2	WR WR	C67CSTR-C67CPSU C67PSTR-C67PPSU		1.815
Spring-third grade/ spring-fifth grade/ spring-eighth grade longitudinal	C567CW0 C567PW0	CHILDID CHILDID	C567CW1-C567CW90 C567PW1-C567PW90	JK2 JK2	WR WR	C567CSTR-C567CPSU C567PSTR-C567PPSU		1.825
Spring-first grade/ spring-third grade/ spring-fifth grade/ spring-eighth grade longitudinal	C4_7CW0 C4_7PW0	CHILDID CHILDID	C4_7CW1-C4_7CW90 C4_7PW1-C4_7PW90	JK2 JK2	WR WR	C47FCSTR-C47FCPSU C47FPSTR-C47FPPSU		1.824
Spring-kindergarten/ spring-first grade/ spring-third grade/ spring-fifth grade/ spring-eighth grade longitudinal	C2_7FC0 C2_7FP0	CHILDID CHILDID	C2_7FC1-C2_7FC90 C2_7FP1-C2_7FP90	JK2 JK2	WR WR	C27FCSTR-C27FCPSU C27FPSTR-C27FPPSU		1.842

See notes at end of table.

Table 9-2. Specifications for computing standard errors, spring-eighth grade: School year 2006–07—Continued

Type of analysis	Full sample weight	Computing standard errors						Approximating sampling errors
		Replication method (WesVar, SUDAAN or AM)				Taylor Series method (SUDAAN, Stata, SAS, SPSS or AM)		DEFT (Average root design effect)
		ID	Replicate weights	Jackknife method	Sample design[1]	Nesting variables		
Fall-kindergarten/ spring-kindergarten/ spring-first grade/ spring-third grade/ spring-fifth grade/ spring-eighth grade longitudinal	C1_7FC0 C1_7FP0	CHILDID CHILDID	C1_7FC1-C1_7FC90 C1_7FP1-C1_7FP90	JK2 JK2	WR WR	C17FCSTR-C17FCPSU C17FPSTR-C17FPPSU		1.825
All seven rounds longitudinal	C1_7SC0 C1_7SP0	CHILDID CHILDID	C1_7SC1-C1_7SC40 C1_7SP1-C1_7SP40	JK2 JK2	WR WR	C17SCSTR-C17SCPSU C17SPSTR-C17SPPSU		1.716

[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 2007.

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 chapter 4, section 4.10. 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 9-8. Data items are from the direct child assessment, the student questionnaire, 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-fifth grade/spring-eighth grade panel: standard errors and design effects using C67CW0-C67CW90 and C67PW0-C67PW90, by selected child and parent variables: School years 2003–04 and 2006–07

Survey item	Variable name	Number of cases	Estimate	Design SE[1]	SRS SE[2]	DEFT[3]	DEFF[4]
Difference between spring-fifth grade and spring-eighth grade scores (mean)							
Reading scale score	C7R4RSCL-C6R4RSCL	8,814	17.41	0.365	0.195	1.874	3.512
Mathematics scale score	C7R4MSCL-C6R4MSCL	8,878	16.55	0.274	0.138	1.984	3.938
Science scale score	C7R2SSCL-C6R2SSCL	8,894	18.41	0.218	0.111	1.971	3.883
Difference between spring-third grade and spring-eighth grade scores (mean)							
Reading scale score	C7R4RSCL-C5R4RSCL	8,636	40.57	0.494	0.223	2.220	4.927
Mathematics scale score	C7R4MSCL-C5R4MSCL	8,732	40.23	0.309	0.163	1.893	3.584
Science scale score	C7R2SSCL-C5R2SSCL	8,743	32.32	0.233	0.122	1.916	3.672
Other differences (mean)							
Child's BMI	C7BMI-C6BMI	8,296	2.54	0.053	0.040	1.327	1.762
Height	C7HEIGHT-C6HEIGHT	8,432	6.69	0.054	0.029	1.871	3.499
Weight	C7WEIGHT-C6WEIGHT	8,598	38.64	0.357	0.210	1.703	2.900
HH size	P7HTOTAL-P6HTOTAL	7,894	-0.06	0.016	0.009	1.727	2.981
Characteristics from student questionnaire (percent)							
Participated in school sports	C7SPORTS	8,830	57.60	0.927	0.526	1.764	3.110
Described as overweight/slightly overweight	C7DESCWT	8,752	29.26	0.787	0.487	1.617	2.616
Tried to change weight	C7TRYWT	8,741	42.83	0.858	0.530	1.620	2.625
Home alone at least once a week	C7HOME	8,805	52.57	0.993	0.532	1.866	3.482
Angry when had trouble learning	C7ANGRY	8,837	79.29	0.809	0.431	1.877	3.523
Liked reading	C7LIKRD	8,802	77.50	0.811	0.445	1.823	3.323
Often felt lonely	C7LONLY	8,782	32.28	0.759	0.499	1.522	2.317
Felt good about self	C7FLGOOD	8,832	93.96	0.458	0.253	1.809	3.271
Parents helped with school work	C7SCHLPA	8,766	56.09	0.947	0.530	1.787	3.192
Parents advised on important decisions	C7ADVIPA	8,782	70.32	0.840	0.488	1.723	2.968
Characteristics from parent interview (percent)							
Lived in single parent family	P7HFAMIL	8,544	25.39	0.860	0.470	1.828	3.340
Lived in two-parent family	P7HFAMIL	8,544	71.73	0.977	0.487	2.005	4.022
Mom worked 35 hours+/week	P7HMEMP	6,588	68.24	1.179	0.573	2.056	4.228
Parents had high school or less	W8PARED	8,544	28.96	1.052	0.491	2.143	4.592
Household income	W8INCCAT	8,544	50.14	1.220	0.541	2.256	5.091
Parent attended PTA	P7ATTENP	5,810	34.08	1.077	0.621	1.733	3.002
Had family TV rule	P7TVRULE	8,421	87.97	0.630	0.355	1.777	3.157
Have someone help with reading homework	P7HELPR	8,280	94.44	0.382	0.251	1.519	2.308
Talk to child about day at school everyday	P7OFTTLK	8,430	78.16	0.797	0.450	1.771	3.137
Talk to child about smoking 3+ times a year	P7TLKSMK	8,423	76.52	0.756	0.462	1.637	2.679
Talk to child about alcohol 3+ times a year	P7TLKALC	8,424	76.16	0.815	0.464	1.756	3.085
Took away privilege when child angry	P7HITPRV	8,394	87.54	0.602	0.360	1.670	2.788
Self-reported in very good health	P7HEALTH	8,256	86.61	0.667	0.375	1.779	3.164
Received food stamps in last 12 months	P7FSTAMP	8,342	15.00	1.158	0.391	2.963	8.778
Characteristics from teacher questionnaire (percent)							
Child in eighth grade	T7GLVL	8,960	85.55	0.818	0.372	2.201	4.845
Worked hard for grades-English	G7WRKHRD	8,538	70.63	0.862	0.493	1.748	3.056
Attentive in class-English	G7ATTENT	8,540	73.20	0.775	0.480	1.616	2.612
Was able to organize thoughts-English	G7ORGANZ	8,504	67.75	0.807	0.507	1.593	2.537

See notes at end of table.

Table 9-3. ECLS-K, spring-fifth grade/spring-eighth grade panel: standard errors and design effects using C67CW0-C67CW90 and C67PW0-C67PW90, by selected child and parent variables: School years 2003–04 and 2006–07—Continued

Survey item	Variable name	Number of cases	Estimate	Design SE[1]	SRS SE[2]	DEFT[3]	DEFF[4]
Other characteristics (mean)							
Age of child in months	R7AGE	8,953	171.56	0.100	0.050	2.004	4.017
Child's BMI	C7BMI	8,461	23.17	0.096	0.065	1.486	2.208
Hours spent in school activities	C7HRSCLB	8,602	4.74	0.097	0.069	1.400	1.961
Hours spent on non-school reading	C7HRSRD	8,568	3.63	0.097	0.069	1.399	1.956
Hours spent watching TV on weekdays	C7TVWKDY	8,743	3.20	0.053	0.033	1.628	2.650
Hours spent watching TV on weekend	C7TVWKEN	8,716	4.60	0.070	0.043	1.616	2.611
Hours spent playing videogames on weekdays	C7VIDWKD	8,740	1.50	0.043	0.025	1.699	2.885
Hours spent playing videogames on weekend	C7VIDWKN	8,754	2.68	0.068	0.038	1.804	3.254
Hours spent on the internet on weekdays	C7INTWKD	8,683	2.12	0.042	0.025	1.691	2.860
Hours spent on the internet on weekend	C7INTWKN	8,685	2.95	0.058	0.034	1.698	2.882
Child's household size	P7HTOTAL	8,544	4.48	0.030	0.015	1.991	3.966
Number of children <18 in child's HH	P7LESS18	8,544	2.40	0.027	0.012	2.162	4.673
Number of siblings in HH	P7NUMSIB	8,544	1.51	0.025	0.012	2.036	4.145
Median						1.777	3.157
Mean						1.815	3.364
Standard deviation						0.268	1.092
Coefficient of variation						0.148	0.325
Minimum						1.327	1.762
Maximum						2.963	8.778

[1] Design SE is the standard error under the ECLS-K sample design. For an explanation of this statistic, see section 4.10.
[2] SRS SE is the standard error assuming simple random sample. For an explanation of this statistic, see section 4.10.
[3] DEFT is the root design effect. For an explanation of DEFT, see section 4.10.
[4] DEFF is the design effect. For an explanation of DEFF, see section 4.10.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

Table 9-4. ECLS-K, spring-third grade/spring-fifth grade/spring-eighth grade panel: standard errors and design effects using C567CW0-C567CW90 and C567PW0-C567PW90, by selected child and parent variables: School years 2001–02, 2003–04, and 2006–07

Survey item	Variable name	Number of cases	Estimate	Design SE[1]	SRS SE[2]	DEFT[3]	DEFF[4]
Difference between spring-fifth grade and spring-eighth grade scores (mean)							
Reading scale score	C7R4RSCL-C6R4RSCL	8,687	17.63	0.385	0.193	1.993	3.971
Mathematics scale score	C7R4MSCL-C6R4MSCL	8,749	16.55	0.285	0.140	2.038	4.155
Science scale score	C7R2SSCL-C6R2SSCL	8,766	18.51	0.216	0.111	1.942	3.773
Difference between spring-third grade and spring-eighth grade scores (mean)							
Reading scale score	C7R4RSCL-C5R4RSCL	8,636	40.60	0.508	0.223	2.283	5.211
Mathematics scale score	C7R4MSCL-C5R4MSCL	8,732	40.21	0.314	0.164	1.914	3.665
Science scale score	C7R2SSCL-C5R2SSCL	8,743	32.30	0.235	0.122	1.926	3.708
Other differences (mean)							
Child's BMI	C7BMI-C6BMI	8,180	2.53	0.059	0.041	1.448	2.096
Height	C7HEIGHT-C6HEIGHT	8,315	6.70	0.048	0.029	1.684	2.835
Weight	C7WEIGHT-C6WEIGHT	8,481	38.60	0.385	0.212	1.814	3.289
HH size	P7HTOTAL-P6HTOTAL	7,789	-0.06	0.015	0.009	1.596	2.548
Characteristics from student questionnaire (percent)							
Participated in school sports	C7SPORTS	8,702	57.61	0.967	0.530	1.826	3.334
Described as overweight/slightly overweight	C7DESCWT	8,625	29.24	0.817	0.490	1.668	2.783
Tried to change weight	C7TRYWT	8,614	42.77	0.875	0.533	1.642	2.696
Home alone at least once a week	C7HOME	8,679	52.66	0.992	0.536	1.851	3.425
Angry when had trouble learning	C7ANGRY	8,708	79.19	0.772	0.435	1.774	3.147
Liked reading	C7LIKRD	8,674	77.52	0.800	0.448	1.785	3.187
Often felt lonely	C7LONLY	8,653	32.19	0.775	0.502	1.544	2.383
Felt good about self	C7FLGOOD	8,704	94.09	0.448	0.253	1.774	3.147
Parents helped with school work	C7SCHLPA	8,638	56.15	0.971	0.534	1.819	3.309
Parents advised on important decisions	C7ADVIPA	8,654	70.70	0.852	0.489	1.741	3.031
Characteristics from parent interview (percent)							
Lived in single parent family	P7HFAMIL	8,070	24.59	0.913	0.479	1.905	3.628
Lived in two-parent family	P7HFAMIL	8,070	72.43	1.052	0.498	2.114	4.470
Mom worked 35 hours+/week	P7HMEMP	6,248	68.73	1.176	0.586	2.006	4.023
Parents had high school or less	W8PARED	8,070	28.16	1.054	0.501	2.105	4.432
Household income	W8INCCAT	8,070	48.98	1.256	0.556	2.257	5.095
Parent attended PTA	P7ATTENP	5,493	34.26	1.174	0.640	1.834	3.364
Had family TV rule	P7TVRULE	7,961	87.96	0.668	0.365	1.831	3.352
Have someone help with reading homework	P7HELPR	7,836	94.60	0.393	0.256	1.538	2.366
Talk to child about day at school everyday	P7OFTTLK	7,969	78.43	0.805	0.461	1.746	3.049
Talk to child about smoking 3+ times a year	P7TLKSMK	7,963	76.18	0.824	0.477	1.727	2.982
Talk to child about alcohol 3+ times a year	P7TLKALC	7,964	75.74	0.890	0.481	1.852	3.430
Took away privilege when child angry	P7HITPRV	7,937	87.65	0.623	0.369	1.688	2.850
Self-reported in very good health	P7HEALTH	7,814	86.85	0.744	0.383	1.945	3.784
Received food stamps in last 12 months	P7FSTAMP	7,892	14.27	1.215	0.394	3.087	9.531
Characteristics from teacher questionnaire (percent)							
Child in eighth grade	T7GLVL	8,827	85.72	0.811	0.372	2.179	4.747
Worked hard for grades-English	G7WRKHRD	8,417	70.69	0.803	0.496	1.619	2.620
Attentive in class-English	G7ATTENT	8,419	73.40	0.756	0.481	1.571	2.467
Was able to organize thoughts-English	G7ORGANZ	8,384	67.96	0.833	0.510	1.634	2.670

See notes at end of table.

Table 9-4. ECLS-K, spring-third grade/spring-fifth grade/spring-eighth grade panel: standard errors and design effects using C567CW0-C567CW90 and C567PW0-C567PW90, by selected child and parent variables: School years 2001–02, 2003–04, and 2006–07—Continued

Survey item	Variable name	Number of cases	Estimate	Design SE[1]	SRS SE[2]	DEFT[3]	DEFF[4]
Other characteristics (mean)							
Age of child in months	R7AGE	8,820	171.54	0.101	0.051	1.995	3.980
Child's BMI	C7BMI	8,336	23.13	0.097	0.065	1.487	2.210
Hours spent in school activities	C7HRSCLB	8,476	4.77	0.100	0.070	1.422	2.022
Hours spent on non-school reading	C7HRSRD	8,440	3.65	0.101	0.070	1.441	2.076
Hours spent watching TV on weekdays	C7TVWKDY	8,618	3.16	0.051	0.032	1.571	2.469
Hours spent watching TV on weekend	C7TVWKEN	8,591	4.56	0.067	0.043	1.554	2.415
Hours spent playing videogames on weekdays	C7VIDWKD	8,615	1.48	0.043	0.025	1.708	2.916
Hours spent playing videogames on weekend	C7VIDWKN	8,629	2.66	0.064	0.038	1.680	2.824
Hours spent on the internet on weekdays	C7INTWKD	8,556	2.11	0.042	0.025	1.679	2.818
Hours spent on the internet on weekend	C7INTWKN	8,560	2.95	0.059	0.035	1.697	2.879
Child's household size	P7HTOTAL	8,070	4.47	0.032	0.015	2.079	4.323
Number of children <18 in child's HH	P7LESS18	8,070	2.37	0.027	0.013	2.103	4.424
Number of siblings in HH	P7NUMSIB	8,070	1.49	0.025	0.013	1.971	3.886
Median						1.785	3.187
Mean						1.825	3.408
Standard deviation						0.279	1.173
Coefficient of variation						0.153	0.344
Minimum						1.422	2.022
Maximum						3.087	9.531

[1] Design SE is the standard error under the ECLS-K sample design. For an explanation of this statistic, see section 4.10.
[2] SRS SE is the standard error assuming simple random sample. For an explanation of this statistic, see section 4.10.
[3] DEFT is the root design effect. For an explanation of DEFT, see section 4.10.
[4] DEFF is the design effect. For an explanation of DEFF, see section 4.10.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

Table 9-5. ECLS-K, spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade panel: standard errors and design effects using C4_7CW0-C4_7CW90 and C4_7PW0-C4_7PW90, by selected child and parent variables: School years 1999–2000, 2001–02, 2003–04, and 2006–07

Survey item	Variable name	Number of cases	Estimate	Design SE[1]	SRS SE[2]	DEFT[3]	DEFF[4]
Difference between spring-fifth grade and spring-eighth grade scores (mean)							
Reading scale score	C7R4RSCL-C6R4RSCL	8,504	17.71	0.387	0.195	1.982	3.930
Mathematics scale score	C7R4MSCL-C6R4MSCL	8,562	16.46	0.293	0.141	2.081	4.331
Science scale score	C7R2SSCL-C6R2SSCL	8,578	18.55	0.219	0.111	1.975	3.901
Difference between spring-third grade and spring-eighth grade scores (mean)							
Reading scale score	C7R4RSCL-C5R4RSCL	8,457	40.61	0.525	0.225	2.330	5.429
Mathematics scale score	C7R4MSCL-C5R4MSCL	8,549	40.09	0.316	0.166	1.909	3.643
Science scale score	C7R2SSCL-C5R2SSCL	8,561	32.30	0.227	0.121	1.874	3.513
Other differences (mean)							
Child's BMI	C7BMI-C6BMI	8,010	2.51	0.063	0.041	1.525	2.326
Height	C7HEIGHT-C6HEIGHT	8,144	6.69	0.049	0.029	1.700	2.891
Weight	C7WEIGHT-C6WEIGHT	8,304	38.51	0.390	0.212	1.840	3.384
HH size	P7HTOTAL-P6HTOTAL	7,627	-0.06	0.016	0.010	1.674	2.803
Characteristics from student questionnaire (percent)							
Participated in school sports	C7SPORTS	8,521	57.81	0.979	0.535	1.830	3.348
Described as overweight/slightly overweight	C7DESCWT	8,442	29.17	0.836	0.495	1.690	2.856
Tried to change weight	C7TRYWT	8,432	42.65	0.913	0.538	1.696	2.876
Home alone at least once a week	C7HOME	8,496	52.54	1.050	0.542	1.938	3.757
Angry when had trouble learning	C7ANGRY	8,523	79.30	0.829	0.439	1.889	3.567
Liked reading	C7LIKRD	8,492	77.79	0.806	0.451	1.787	3.192
Often felt lonely	C7LONLY	8,471	32.08	0.814	0.507	1.605	2.577
Felt good about self	C7FLGOOD	8,519	94.24	0.441	0.252	1.747	3.051
Parents helped with school work	C7SCHLPA	8,457	56.59	1.037	0.539	1.924	3.703
Parents advised on important decisions	C7ADVIPA	8,472	70.79	0.912	0.494	1.847	3.410
Characteristics from parent interview (percent)							
Lived in single parent family	P7HFAMIL	7,764	26.25	0.905	0.499	1.813	3.288
Lived in two-parent family	P7HFAMIL	7,764	70.74	0.995	0.516	1.927	3.712
Mom worked 35 hours+/week	P7HMEMP	6,048	69.13	1.137	0.594	1.913	3.661
Parents had high school or less	W8PARED	7,764	27.42	0.983	0.506	1.941	3.767
Household income	W8INCCAT	7,764	49.18	1.157	0.567	2.039	4.159
Parent attended PTA	P7ATTENP	5,297	33.73	1.139	0.650	1.753	3.073
Had family TV rule	P7TVRULE	7,663	87.90	0.703	0.373	1.887	3.559
Have someone help with reading homework	P7HELPR	7,554	94.63	0.401	0.259	1.547	2.394
Talk to child about day at school everyday	P7OFTTLK	7,674	78.36	0.772	0.470	1.643	2.698
Talk to child about smoking 3+ times a year	P7TLKSMK	7,668	77.07	0.732	0.480	1.525	2.327
Talk to child about alcohol 3+ times a year	P7TLKALC	7,669	76.42	0.845	0.485	1.743	3.037
Took away privilege when child angry	P7HITPRV	7,646	87.75	0.621	0.375	1.656	2.741
Self-reported in very good health	P7HEALTH	7,536	86.93	0.774	0.388	1.994	3.976
Received food stamps in last 12 months	P7FSTAMP	7,604	14.09	1.246	0.399	3.124	9.760
Characteristics from teacher questionnaire (percent)							
Child in eighth grade	T7GLVL	8,633	85.56	0.844	0.378	2.232	4.981
Worked hard for grades-English	G7WRKHRD	8,236	70.69	0.815	0.502	1.624	2.639
Attentive in class-English	G7ATTENT	8,236	73.46	0.793	0.487	1.630	2.658
Was able to organize thoughts-English	G7ORGANZ	8,203	68.27	0.856	0.514	1.665	2.773

See notes at end of table.

Table 9-5. ECLS-K, spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade panel: standard errors and design effects using C4_7CW0-C4_7CW90 and C4_7PW0-C4_7PW90, by selected child and parent variables: School years 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

Survey item	Variable name	Number of cases	Estimate	Design SE[1]	SRS SE[2]	DEFT[3]	DEFF[4]
Other characteristics (mean)							
Age of child in months	R7AGE	8,628	171.54	0.101	0.051	1.970	3.882
Child's BMI	C7BMI	8,159	23.13	0.103	0.065	1.574	2.477
Hours spent in school activities	C7HRSCLB	8,299	4.74	0.099	0.071	1.395	1.946
Hours spent on non-school reading	C7HRSRD	8,268	3.70	0.108	0.071	1.515	2.296
Hours spent watching TV on weekdays	C7TVWKDY	8,436	3.16	0.053	0.033	1.595	2.543
Hours spent watching TV on weekend	C7TVWKEN	8,410	4.56	0.068	0.044	1.552	2.408
Hours spent playing videogames on weekdays	C7VIDWKD	8,437	1.47	0.043	0.025	1.723	2.968
Hours spent playing videogames on weekend	C7VIDWKN	8,447	2.67	0.068	0.039	1.759	3.095
Hours spent on the internet on weekdays	C7INTWKD	8,377	2.12	0.044	0.026	1.725	2.976
Hours spent on the internet on weekend	C7INTWKN	8,380	2.97	0.061	0.035	1.736	3.014
Child's household size	P7HTOTAL	7,764	4.44	0.030	0.015	1.955	3.821
Number of children <18 in child's HH	P7LESS18	7,764	2.36	0.027	0.013	2.069	4.279
Number of siblings in HH	P7NUMSIB	7,764	1.48	0.026	0.013	1.973	3.891
Median						1.787	3.192
Mean						1.824	3.398
Standard deviation						0.267	1.149
Coefficient of variation						0.146	0.338
Minimum						1.395	1.946
Maximum						3.124	9.760

[1] Design SE is the standard error under the ECLS-K sample design. For an explanation of this statistic, see section 4.10.
[2] SRS SE is the standard error assuming simple random sample. For an explanation of this statistic, see section 4.10.
[3] DEFT is the root design effect. For an explanation of DEFT, see section 4.10.
[4] DEFF is the design effect. For an explanation of DEFF, see section 4.10.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

Table 9-6. ECLS-K, spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade panel: standard errors and design effects using C2_7FC0-C2_7FC90 and C2_7FP0-C2_7FP90, by selected child and parent variables: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07

Survey item	Variable name	Number of cases	Estimate	Design SE[1]	SRS SE[2]	DEFT[3]	DEFF[4]
Difference between spring-fifth grade and spring-eighth grade scores (mean)							
Reading scale score	C7R4RSCL-C6R4RSCL	8,381	17.82	0.401	0.196	2.045	4.183
Mathematics scale score	C7R4MSCL-C6R4MSCL	8,436	16.49	0.301	0.142	2.116	4.477
Science scale score	C7R2SSCL-C6R2SSCL	8,451	18.63	0.221	0.111	1.994	3.978
Difference between spring-third grade and spring-eighth grade scores (mean)							
Reading scale score	C7R4RSCL-C5R4RSCL	8,334	40.59	0.547	0.225	2.426	5.887
Mathematics scale score	C7R4MSCL-C5R4MSCL	8,423	40.18	0.319	0.167	1.905	3.630
Science scale score	C7R2SSCL-C5R2SSCL	8,434	32.36	0.250	0.121	2.060	4.242
Other differences (mean)							
Child's BMI	C7BMI-C6BMI	7,889	2.49	0.062	0.042	1.485	2.205
Height	C7HEIGHT-C6HEIGHT	8,022	6.71	0.046	0.029	1.585	2.511
Weight	C7WEIGHT-C6WEIGHT	8,182	38.50	0.392	0.216	1.817	3.303
HH size	P7HTOTAL-P6HTOTAL	7,517	-0.07	0.016	0.009	1.736	3.014
Characteristics from student questionnaire (percent)							
Participated in school sports	C7SPORTS	8,394	57.57	0.973	0.539	1.804	3.253
Described as overweight/slightly overweight	C7DESCWT	8,316	29.34	0.870	0.499	1.742	3.036
Tried to change weight	C7TRYWT	8,306	42.65	0.995	0.543	1.833	3.361
Home alone at least once a week	C7HOME	8,371	53.03	1.082	0.545	1.984	3.935
Angry when had trouble learning	C7ANGRY	8,396	79.37	0.804	0.442	1.820	3.311
Liked reading	C7LIKRD	8,365	77.81	0.769	0.454	1.693	2.865
Often felt lonely	C7LONLY	8,346	32.31	0.821	0.512	1.604	2.573
Felt good about self	C7FLGOOD	8,392	94.15	0.454	0.256	1.771	3.138
Parents helped with school work	C7SCHLPA	8,331	56.93	1.102	0.542	2.032	4.127
Parents advised on important decisions	C7ADVIPA	8,345	71.14	0.911	0.496	1.837	3.374
Characteristics from parent interview (percent)							
Lived in single parent family	P7HFAMIL	7,558	25.07	0.869	0.498	1.744	3.042
Lived in two-parent family	P7HFAMIL	7,558	71.88	0.988	0.517	1.911	3.653
Mom worked 35 hours+/week	P7HMEMP	5,911	68.69	1.229	0.603	2.038	4.154
Parents had high school or less	W8PARED	7,558	26.34	0.951	0.507	1.877	3.523
Household income	W8INCCAT	7,558	48.10	1.208	0.574	2.103	4.422
Parent attended PTA	P7ATTENP	5,165	33.83	1.167	0.658	1.773	3.144
Had family TV rule	P7TVRULE	7,462	87.94	0.712	0.377	1.888	3.566
Have someone help with reading homework	P7HELPR	7,354	94.97	0.381	0.255	1.495	2.234
Talk to child about day at school everyday	P7OFTTLK	7,470	78.58	0.787	0.475	1.657	2.747
Talk to child about smoking 3+ times a year	P7TLKSMK	7,464	76.89	0.773	0.488	1.585	2.512
Talk to child about alcohol 3+ times a year	P7TLKALC	7,465	76.27	0.908	0.492	1.844	3.400
Took away privilege when child angry	P7HITPRV	7,447	87.81	0.656	0.379	1.731	2.995
Self-reported in very good health	P7HEALTH	7,346	87.40	0.739	0.387	1.908	3.641
Received food stamps in last 12 months	P7FSTAMP	7,404	13.33	1.214	0.395	3.074	9.450
Characteristics from teacher questionnaire (percent)							
Child in eighth grade	T7GLVL	8,503	85.59	0.867	0.381	2.275	5.176
Worked hard for grades-English	G7WRKHRD	8,112	70.50	0.806	0.507	1.591	2.532
Attentive in class-English	G7ATTENT	8,112	73.06	0.817	0.492	1.659	2.752
Was able to organize thoughts-English	G7ORGANZ	8,080	68.47	0.915	0.517	1.769	3.131

See notes at end of table.

Table 9-6. ECLS-K, spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade panel: standard errors and design effects using C2_7FC0-C2_7FC90 and C2_7FP0-C2_7FP90, by selected child and parent variables: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

Survey item	Variable name	Number of cases	Estimate	Design SE[1]	SRS SE[2]	DEFT[3]	DEFF[4]
Other characteristics (mean)							
Age of child in months	R7AGE	8,498	171.33	0.085	0.047	1.794	3.217
Child's BMI	C7BMI	8,032	23.10	0.103	0.066	1.560	2.435
Hours spent in school activities	C7HRSCLB	8,176	4.76	0.102	0.072	1.416	2.004
Hours spent on non-school reading	C7HRSRD	8,148	3.74	0.118	0.074	1.602	2.566
Hours spent watching TV on weekdays	C7TVWKDY	8,308	3.17	0.057	0.034	1.685	2.839
Hours spent watching TV on weekend	C7TVWKEN	8,284	4.58	0.068	0.044	1.533	2.349
Hours spent playing videogames on weekdays	C7VIDWKD	8,310	1.47	0.045	0.026	1.755	3.079
Hours spent playing videogames on weekend	C7VIDWKN	8,321	2.68	0.066	0.039	1.693	2.865
Hours spent on the internet on weekdays	C7INTWKD	8,253	2.12	0.045	0.026	1.749	3.060
Hours spent on the internet on weekend	C7INTWKN	8,256	2.97	0.067	0.036	1.863	3.470
Child's household size	P7HTOTAL	7,558	4.44	0.031	0.016	1.998	3.991
Number of children <18 in child's HH	P7LESS18	7,558	2.35	0.028	0.013	2.122	4.504
Number of siblings in HH	P7NUMSIB	7,558	1.48	0.026	0.013	1.974	3.897
Median						1.804	3.253
Mean						1.842	3.466
Standard deviation						0.271	1.151
Coefficient of variation						0.147	0.332
Minimum						1.416	2.004
Maximum						3.074	9.450

[1] Design SE is the standard error under the ECLS-K sample design. For an explanation of this statistic, see section 4.10.
[2] SRS SE is the standard error assuming simple random sample. For an explanation of this statistic, see section 4.10.
[3] DEFT is the root design effect. For an explanation of DEFT, see section 4.10.
[4] DEFF is the design effect. For an explanation of DEFF, see section 4.10.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

Table 9-7. ECLS-K, fall-kindergarten/spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade panel: standard errors and design effects using C1_7FC0-C1_7FC90 and C1_7FP0-C1_7FP90, by selected child and parent variables: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07

Survey item	Variable name	Number of cases	Estimate	Design SE[1]	SRS SE[2]	DEFT[3]	DEFF[4]
Difference between spring-fifth grade and spring-eighth grade scores (mean)							
Reading scale score	C7R4RSCL-C6R4RSCL	7,692	17.68	0.368	0.203	1.810	3.275
Mathematics scale score	C7R4MSCL-C6R4MSCL	7,743	16.42	0.332	0.148	2.247	5.048
Science scale score	C7R2SSCL-C6R2SSCL	7,756	18.70	0.227	0.115	1.974	3.897
Difference between spring-third grade and spring-eighth grade scores (mean)							
Reading scale score	C7R4RSCL-C5R4RSCL	7,650	40.57	0.543	0.233	2.333	5.442
Mathematics scale score	C7R4MSCL-C5R4MSCL	7,733	40.23	0.348	0.176	1.975	3.899
Science scale score	C7R2SSCL-C5R2SSCL	7,743	32.53	0.262	0.127	2.071	4.287
Other differences (mean)							
Child's BMI	C7BMI-C6BMI	7,241	2.48	0.062	0.040	1.544	2.385
Height	C7HEIGHT-C6HEIGHT	7,366	6.72	0.045	0.030	1.485	2.204
Weight	C7WEIGHT-C6WEIGHT	7,509	38.33	0.402	0.223	1.806	3.261
HH size	P7HTOTAL-P6HTOTAL	6,908	-0.07	0.016	0.010	1.668	2.781
Characteristics from student questionnaire (percent)							
Participated in school sports	C7SPORTS	7,702	58.06	0.977	0.562	1.738	3.022
Described as overweight/slightly overweight	C7DESCWT	7,634	28.94	0.894	0.519	1.723	2.968
Tried to change weight	C7TRYWT	7,624	42.10	1.085	0.565	1.919	3.684
Home alone at least once a week	C7HOME	7,682	52.86	1.041	0.569	1.828	3.343
Angry when had trouble learning	C7ANGRY	7,707	79.66	0.873	0.459	1.903	3.621
Liked reading	C7LIKRD	7,678	78.39	0.780	0.470	1.660	2.757
Often felt lonely	C7LONLY	7,659	32.54	0.815	0.535	1.522	2.316
Felt good about self	C7FLGOOD	7,701	94.21	0.458	0.266	1.722	2.966
Parents helped with school work	C7SCHLPA	7,646	57.18	1.154	0.566	2.040	4.160
Parents advised on important decisions	C7ADVIPA	7,661	70.91	0.951	0.519	1.832	3.356
Characteristics from parent interview (percent)							
Lived in single parent family	P7HFAMIL	6,861	22.95	0.942	0.508	1.855	3.440
Lived in two-parent family	P7HFAMIL	6,861	73.90	1.009	0.530	1.904	3.624
Mom worked 35 hours+/week	P7HMEMP	5,374	68.63	1.259	0.633	1.988	3.953
Parents had high school or less	W8PARED	6,861	25.63	1.027	0.527	1.948	3.795
Household income	W8INCCAT	6,861	47.42	1.230	0.603	2.041	4.165
Parent attended PTA	P7ATTENP	4,705	33.84	1.257	0.690	1.823	3.322
Had family TV rule	P7TVRULE	6,778	88.34	0.736	0.390	1.888	3.564
Have someone help with reading homework	P7HELPR	6,676	95.09	0.364	0.265	1.376	1.893
Talk to child about day at school everyday	P7OFTTLK	6,786	79.11	0.808	0.494	1.637	2.681
Talk to child about smoking 3+ times a year	P7TLKSMK	6,780	77.36	0.724	0.508	1.425	2.030
Talk to child about alcohol 3+ times a year	P7TLKALC	6,781	76.76	0.868	0.513	1.692	2.863
Took away privilege when child angry	P7HITPRV	6,767	87.90	0.642	0.397	1.619	2.621
Self-reported in very good health	P7HEALTH	6,679	87.56	0.744	0.404	1.843	3.395
Received food stamps in last 12 months	P7FSTAMP	6,726	12.93	1.196	0.409	2.922	8.540
Characteristics from teacher questionnaire (percent)							
Child in eighth grade	T7GLVL	7,803	85.55	0.940	0.398	2.362	5.580
Worked hard for grades-English	G7WRKHRD	7,429	71.07	0.885	0.526	1.683	2.832
Attentive in class-English	G7ATTENT	7,427	73.72	0.908	0.511	1.778	3.161
Was able to organize thoughts-English	G7ORGANZ	7,396	68.98	1.011	0.538	1.879	3.531

See notes at end of table.

Table 9-7.   ECLS-K, fall-kindergarten/spring-kindergarten/spring-first grade/spring-third grade/spring-fifth grade/spring-eighth grade panel: standard errors and design effects using C1_7FC0-C1_7FC90 and C1_7FP0-C1_7FP90, by selected child and parent variables: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07

Survey item	Variable name	Number of cases	Estimate	Design SE[1]	SRS SE[2]	DEFT[3]	DEFF[4]
Other characteristics (mean)							
Age of child in months	R7AGE	7,798	171.33	0.085	0.050	1.712	2.931
Child's BMI	C7BMI	7,369	23.04	0.113	0.067	1.685	2.840
Hours spent in school activities	C7HRSCLB	7,505	4.79	0.108	0.074	1.454	2.114
Hours spent on non-school reading	C7HRSRD	7,474	3.74	0.120	0.078	1.537	2.362
Hours spent watching TV on weekdays	C7TVWKDY	7,624	3.18	0.059	0.035	1.665	2.773
Hours spent watching TV on weekend	C7TVWKEN	7,603	4.61	0.067	0.047	1.432	2.050
Hours spent playing videogames on weekdays	C7VIDWKD	7,622	1.45	0.047	0.026	1.786	3.191
Hours spent playing videogames on weekend	C7VIDWKN	7,637	2.67	0.069	0.040	1.710	2.923
Hours spent on the internet on weekdays	C7INTWKD	7,578	2.12	0.044	0.026	1.679	2.819
Hours spent on the internet on weekend	C7INTWKN	7,573	2.99	0.070	0.038	1.844	3.401
Child's household size	P7HTOTAL	6,861	4.47	0.032	0.016	1.965	3.862
Number of children <18 in child's HH	P7LESS18	6,861	2.36	0.030	0.014	2.186	4.778
Number of siblings in HH	P7NUMSIB	6,861	1.49	0.027	0.014	1.948	3.795
Median						1.810	3.275
Mean						1.825	3.402
Standard deviation						0.271	1.100
Coefficient of variation						0.149	0.323
Minimum						1.376	1.893
Maximum						2.922	8.540

[1] Design SE is the standard error under the ECLS-K sample design. For an explanation of this statistic, see section 4.10.
[2] SRS SE is the standard error assuming simple random sample. For an explanation of this statistic, see section 4.10.
[3] DEFT is the root design effect. For an explanation of DEFT, see section 4.10.
[4] DEFF is the design effect. For an explanation of DEFF, see section 4.10.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

Table 9-8. ECLS-K, panel of all seven rounds: standard errors and design effects for the full sample using C1_7SC0-C1_7SC40 and C1_7SP0-C1_7SP40, by selected child and parent variables: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07

Survey item	Variable name	Number of cases	Estimate	Design SE[1]	SRS SE[2]	DEFT[3]	DEFF[4]
Difference between spring-fifth grade and spring-eighth grade scores (mean)							
Reading scale score	C7R4RSCL-C6R4RSCL	2,338	18.37	0.592	0.367	1.615	2.607
Mathematics scale score	C7R4MSCL-C6R4MSCL	2,352	16.31	0.524	0.257	2.039	4.156
Science scale score	C7R2SSCL-C6R2SSCL	2,355	18.86	0.336	0.207	1.621	2.628
Difference between spring-third grade and spring-eighth grade scores (mean)							
Reading scale score	C7R4RSCL-C5R4RSCL	2,333	41.49	0.703	0.410	1.716	2.945
Mathematics scale score	C7R4MSCL-C5R4MSCL	2,354	40.46	0.583	0.293	1.991	3.963
Science scale score	C7R2SSCL-C5R2SSCL	2,355	32.84	0.546	0.235	2.325	5.404
Other differences (mean)							
Child's BMI	C7BMI-C6BMI	2,191	2.59	0.154	0.070	2.195	4.820
Height	C7HEIGHT-C6HEIGHT	2,215	6.80	0.084	0.054	1.556	2.421
Weight	C7WEIGHT-C6WEIGHT	2,291	39.83	1.161	0.475	2.445	5.976
HH size	P7HTOTAL-P6HTOTAL	2,086	-0.09	0.030	0.019	1.603	2.570
Characteristics from student questionnaire (percent)							
Participated in school sports	C7SPORTS	2,343	58.24	1.326	1.018	1.302	1.694
Described as overweight/slightly overweight	C7DESCWT	2,318	27.55	1.565	0.928	1.686	2.843
Tried to change weight	C7TRYWT	2,316	40.04	1.643	1.018	1.614	2.605
Home alone at least once a week	C7HOME	2,337	51.79	2.021	1.034	1.955	3.823
Angry when had trouble learning	C7ANGRY	2,342	80.63	1.554	0.817	1.903	3.620
Liked reading	C7LIKRD	2,330	78.49	1.523	0.851	1.789	3.201
Often felt lonely	C7LONLY	2,327	32.51	1.702	0.971	1.752	3.071
Felt good about self	C7FLGOOD	2,343	93.92	0.743	0.494	1.505	2.265
Parents helped with school work	C7SCHLPA	2,323	56.91	1.492	1.027	1.453	2.110
Parents advised on important decisions	C7ADVIPA	2,329	69.94	1.736	0.950	1.827	3.338
Characteristics from parent interview (percent)							
Lived in single parent family	P7HFAMIL	2,063	25.00	1.398	0.954	1.466	2.150
Lived in two-parent family	P7HFAMIL	2,063	71.79	1.546	0.991	1.560	2.433
Mom worked 35 hours+/week	P7HMEMP	1,607	65.91	1.748	1.183	1.478	2.185
Parents had high school or less	W8PARED	2,063	23.46	1.631	0.933	1.748	3.056
Household income	W8INCCAT	2,063	49.74	2.411	1.101	2.190	4.796
Parent attended PTA	P7ATTENP	1,397	32.21	2.359	1.250	1.887	3.562
Had family TV rule	P7TVRULE	2,045	86.82	1.057	0.748	1.414	1.999
Have someone help with reading homework	P7HELPR	1,999	95.04	0.675	0.486	1.390	1.933
Talk to child about day at school everyday	P7OFTTLK	2,044	80.07	1.595	0.884	1.805	3.259
Talk to child about smoking 3+ times a year	P7TLKSMK	2,042	77.37	1.496	0.926	1.616	2.611
Talk to child about alcohol 3+ times a year	P7TLKALC	2,044	75.88	1.462	0.946	1.545	2.388
Took away privilege when child angry	P7HITPRV	2,041	89.16	1.314	0.688	1.909	3.645
Self-reported in very good health	P7HEALTH	2,015	86.67	1.425	0.757	1.883	3.544
Received food stamps in last 12 months	P7FSTAMP	2,034	15.36	1.949	0.799	2.438	5.944
Characteristics from teacher questionnaire (percent)							
Child in eighth grade	T7GLVL	2,369	84.46	1.894	0.744	2.544	6.474
Worked hard for grades-English	G7WRKHRD	2,257	70.79	1.447	0.958	1.511	2.284
Attentive in class-English	G7ATTENT	2,257	74.44	1.569	0.918	1.709	2.919
Was able to organize thoughts-English	G7ORGANZ	2,243	70.37	1.758	0.964	1.823	3.325

See notes at end of table.

Table 9-8. ECLS-K, panel of all seven rounds: standard errors and design effects for the full sample using C1_7SC0-C1_7SC40 and C1_7SP0-C1_7SP40, by selected child and parent variables: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

Survey item	Variable name	Number of cases	Estimate	Design SE[1]	SRS SE[2]	DEFT[3]	DEFF[4]
Other characteristics (mean)							
Age of child in months	R7AGE	2,368	171.39	0.139	0.095	1.462	2.138
Child's BMI	C7BMI	2,234	22.99	0.223	0.118	1.893	3.585
Hours spent in school activities	C7HRSCLB	2,285	4.78	0.185	0.143	1.294	1.675
Hours spent on non-school reading	C7HRSRD	2,266	3.67	0.185	0.160	1.155	1.333
Hours spent watching TV on weekdays	C7TVWKDY	2,304	3.13	0.077	0.061	1.260	1.588
Hours spent watching TV on weekend	C7TVWKEN	2,306	4.43	0.119	0.083	1.432	2.052
Hours spent playing videogames on weekdays	C7VIDWKD	2,302	1.47	0.068	0.043	1.579	2.494
Hours spent playing videogames on weekend	C7VIDWKN	2,318	2.74	0.125	0.072	1.748	3.057
Hours spent on the internet on weekdays	C7INTWKD	2,299	2.14	0.072	0.047	1.536	2.360
Hours spent on the internet on weekend	C7INTWKN	2,289	3.01	0.080	0.065	1.235	1.524
Child's household size	P7HTOTAL	2,063	4.43	0.051	0.030	1.706	2.911
Number of children <18 in child's HH	P7LESS18	2,063	2.34	0.046	0.025	1.815	3.295
Number of siblings in HH	P7NUMSIB	2,063	1.46	0.041	0.025	1.614	2.605
Median						1.686	2.843
Mean						1.716	3.043
Standard deviation						0.314	1.158
Coefficient of variation						0.183	0.381
Minimum						1.155	1.333
Maximum						2.544	6.474

[1] Design SE is the standard error under the ECLS-K sample design. For an explanation of this statistic, see section 4.10.
[2] SRS SE is the standard error assuming simple random sample. For an explanation of this statistic, see section 4.10.
[3] DEFT is the root design effect. For an explanation of DEFT, see section 4.10.
[4] DEFF is the design effect. For an explanation of DEFF, see section 4.10.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), spring 2007.

Table 9-9 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 seven 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 1.9 for Blacks to 5.0 for American Indian. This last group has a very small sample size and is highly clustered.

For the other five panels, all involving the full sample of children, median design effects have about the same magnitude at the overall level, between 3.2 and 3.3, compared with 2.8 for the reduced panel. By subgroups, the median design effect is smallest for American Indian in all panels. They are highest for children in Catholic schools.

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. 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 children as completed by their teachers.

Table 9-9.   ECLS-K panel: median design effects for subgroups, kindergarten through eighth grade: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07

Characteristic	Spring-fifth/ spring-eighth		Spring-third/ spring-fifth/ spring-eighth		Spring-first/ spring-third/ spring-fifth/ spring-eighth		Spring-kindergarten/ spring-first/ spring-third/ spring-fifth/ spring-eighth		Fall-kindergarten/ spring-kindergarten/ spring-first/ spring-third/ spring-fifth/ spring-eighth		All seven rounds of data collection	
	DEFT[1]	DEFF[2]	DEFT[1]	DEFF[2]	DEFT[1]	DEFF[1]	DEFT[2]	DEFF[2]	DEFT[1]	DEFF[2]	DEFT[1]	DEFF[2]
All children	1.777	3.157	1.785	3.187	1.787	3.192	1.804	3.253	1.810	3.275	1.686	2.843
School affiliation[3]												
Public	1.747	3.053	1.760	3.096	1.749	3.060	1.766	3.118	1.752	3.068	1.595	2.543
Private	1.963	3.853	1.984	3.937	1.962	3.851	1.996	3.985	1.934	3.740	1.922	3.695
Catholic private	1.961	3.845	2.002	4.007	1.977	3.910	2.024	4.098	2.031	4.125	2.009	4.037
Other private	1.765	3.115	1.807	3.267	1.782	3.176	1.823	3.323	1.670	2.788	1.670	2.788
Sex												
Male	1.724	2.973	1.743	3.039	1.759	3.095	1.779	3.165	1.741	3.030	1.622	2.632
Female	1.718	2.950	1.735	3.011	1.773	3.143	1.781	3.171	1.744	3.043	1.673	2.800
Race/ethnicity												
White	1.822	3.318	1.828	3.342	1.812	3.284	1.889	3.568	1.876	3.519	1.746	3.049
Black	1.561	2.436	1.544	2.385	1.582	2.502	1.642	2.695	1.590	2.527	1.383	1.913
Hispanic	1.399	1.956	1.382	1.909	1.410	1.988	1.375	1.891	1.371	1.881	1.507	2.270
Asian	1.447	2.093	1.457	2.124	1.442	2.080	1.448	2.098	1.532	2.346	1.541	2.374
Pacific Islander	1.324	1.753	1.303	1.697	1.303	1.699	1.309	1.714	1.261	1.590	1.963	3.853
American Indian	1.098	1.206	1.170	1.369	1.157	1.338	1.268	1.607	1.118	1.250	2.233	4.985
Other	1.528	2.336	1.575	2.480	1.628	2.652	1.642	2.697	1.535	2.357	1.496	2.239
Region												
Northeast	1.677	2.812	1.734	3.006	1.779	3.166	1.823	3.325	1.809	3.273	1.838	3.380
Midwest	2.007	4.030	1.930	3.726	2.026	4.105	2.041	4.166	1.889	3.570	1.801	3.242
South	1.667	2.779	1.706	2.909	1.743	3.037	1.715	2.940	1.746	3.047	1.549	2.399
West	1.696	2.877	1.676	2.810	1.669	2.785	1.706	2.910	1.649	2.720	1.567	2.455

See notes at end of table.

Table 9-9. ECLS-K panel: median design effects for subgroups, kindergarten through eighth grade: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

Characteristic	Spring-fifth/ spring-eighth		Spring-third/ spring-fifth/ spring-eighth		Spring-first/ spring-third/ spring-fifth/ spring-eighth		Spring-kindergarten/ spring-first/ spring-third/ spring-fifth/ spring-eighth		Fall-kindergarten/ spring-kindergarten/ spring-first/ spring-third/ spring-fifth/ spring-eighth		All seven rounds of data collection	
	DEFT[1]	DEFF[2]	DEFT[1]	DEFF[2]	DEFT[1]	DEFF[1]	DEFT[2]	DEFF[2]	DEFT[1]	DEFF[2]	DEFT[1]	DEFF[2]
Type of locale												
Central city	1.748	3.056	1.772	3.139	1.786	3.191	1.805	3.258	1.789	3.199	1.773	3.145
Urban fringe and large town	1.732	3.001	1.719	2.956	1.771	3.136	1.773	3.144	1.799	3.235	1.680	2.824
Small town and rural area	1.859	3.456	1.914	3.664	1.931	3.730	1.877	3.522	1.954	3.818	1.713	2.936
Socioeconomic status quintiles												
First (lowest)	1.554	2.415	1.514	2.293	1.545	2.386	1.549	2.400	1.556	2.422	1.478	2.185
Second	1.677	2.812	1.717	2.948	1.741	3.030	1.731	2.997	1.715	2.940	1.557	2.423
Third	1.718	2.952	1.722	2.966	1.781	3.171	1.789	3.201	1.749	3.060	1.617	2.615
Fourth	1.706	2.912	1.770	3.132	1.816	3.297	1.841	3.388	1.801	3.242	1.670	2.788
Fifth (highest)	1.717	2.948	1.707	2.914	1.764	3.113	1.792	3.211	1.714	2.936	1.762	3.106

[1] DEFT is the root design effect. For an explanation of DEFT, see chapter 4, section 4.10.

[2] DEFF is the design effect. For an explanation of DEFF, see chapter 4, section 4.10.

[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 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, spring 2004, and spring 2007.

►   *Please note that section 9.4 applies only to the eighth-grade restricted-use file. This section does not apply to the K–8 full sample file.*

9.4   Merging Base-year Child-Level Data With the First-Grade, Third-Grade, Fifth-Grade, and Eighth-Grade Child-Level Data

To create a K–8 restricted-use data file, which combines data from the base-year, first-grade, third-grade, fifth-grade, and eighth-grade data collections, an analyst should use the *ECLS-K Base Year Restricted-Use Electronic Code Book* (NCES 2000–097); the *ECLS-K First Grade Restricted-Use Electronic Code Book* (NCES 2002–127); the *ECLS-K Third Grade Restricted-Use Electronic Code Book* (NCES 2003–002); the *ECLS-K Fifth-Grade Restricted-Use Electronic Codebook* (NCES 2006–033); and the *ECLS-K Eighth-Grade Restricted-Use Electronic Codebook* (NCES 2009-006). To create a restricted-use longitudinal file, perform the following steps to merge the base-year child-level variables needed for analysis with the first-grade, third-grade, fifth-grade, and eighth-grade child-level variables needed:

1.   Select the variables to be analyzed from the base-year electronic codebook (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 dataset (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 dataset (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 dataset (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 dataset (DATA4).

9.   Using the child catalog from the Eighth-Grade ECB, select the variables to be analyzed and the variable CHILDID.

10.   Run the program generated after extraction to create an eighth-grade dataset (DATA5).

11.   Sort DATA1, DATA2, DATA3, DATA4, and DATA5 by CHILDID.

12.   Merge DATA1 and DATA2 and DATA3 and DATA4 and DATA5 by CHILDID.

This merged file will contain 21,409 cases, some of which will not have K–8 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 or spring of eighth grade, and movers who were not included in the first-grade, third-grade, and fifth-grade samples, will not have any K–8 longitudinal weights. To select cases with K–8 longitudinal data, a user can use a K–8 longitudinal weight appropriate to the analysis.

As mentioned in section 3.1.2, the eighth-grade data files contain rescaled assessment scale scores that were recalibrated for *all* rounds to make longitudinal comparisons possible. As a result, estimates of gains in scale score points should be made using the recalibrated versions of the scores on the eighth-grade data files, rather than scores from data files from previous rounds.

10. KINDERGARTEN–EIGHTH GRADE FULL SAMPLE PUBLIC-USE DATA FILE

► *Please note that this entire chapter is for users of the K–8 full sample public-use 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 eighth-grade restricted-use file.*

10.1 Introduction

For the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), the kindergarten–eighth grade full sample public-use data file, referred to hereinafter as the K–8 full sample data file, combines data from the base-year (kindergarten), first-grade, third-grade, fifth-grade, and eighth-grade data collections. It was created so that analysts can easily access all data that has been publicly released in any round of data collection between fall-kindergarten and spring-eighth grade. The file can be used to analyze data from any single round of data collection or from any combination of rounds (e.g., cross-year analysis). When using the data from a single round of data collection, analysts can answer questions related to children's status at a point in time. When using data from multiple rounds, analysts can examine children's growth and development within kindergarten, within first grade, and between kindergarten and eighth grade without having to go through the process of merging several different data files. Cross-sectional and longitudinal weights developed for each round of the ECLS-K are included on the data file. Thus, this file can be used to study such topics as children's skills at school entry and their learning across school years, the extent of summer learning or loss between kindergarten and the fall of the following school year, and the home, school, or classroom characteristics that are associated with children's growth in reading, mathematics, and science skills.

Users will obtain basic information about the K–8 full sample public-use data 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 cross-sectional and longitudinal weights on the file. Round 7 weights described in chapters 4 and 9 are repeated here as well for the convenience of users of the K-8 full sample data file.

10.2 **Individuals Included on the K–8 Full Sample Public-Use Data File**

Unlike previously released longitudinal files that contained only those children with data at particular points in time, the K–8 full sample public-use data file includes all children with ECLS-K data in at least one of the seven rounds of data collection, from fall-kindergarten through spring-eighth grade. In all, the K–8 full sample data file has 21,409 child records. They are as follows:

- 21,260 base-year respondents, i.e., children who had fall- and/or spring-kindergarten child assessment or parent interview data or who were excluded from assessment because of a disability or because they belonged in the language minority, not Spanish group; in other words, children with at least one nonzero base-year cross-sectional weight (C1CW0, C2CW0, C1PW0, or C2PW0); and

- 149 children who were sampled in spring-first grade through the sampling freshening process, and who had data for at least one data collection year (i.e., spring of first, third, fifth, or eighth grade).

The K–8 full sample 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 is contained in appendix E on the Electronic Codebook (ECB) for the K–8 full sample data file). For detailed information about response rates in each round of data collection, see chapter 5 of the base-year, first-grade, third-grade, fifth-grade, and eighth-grade user's manuals.

10.3 **Content**

The K–8 full sample data file contains all publicly released data collected from parents, children, teachers, or schools in the base-year (fall and spring), first-grade (fall and spring), spring-third grade, spring-fifth grade, and spring-eighth grade data collections. It includes data from the household rosters, which list all household members, their relationship to the sampled child, and selected other characteristics. This roster information has not been available on the longitudinal files previously released. The K–8 full sample data file also includes the composite variables describing critical household roster-based information, such as the children's family structure and selected characteristics of the family members. See chapter 7 of the base-year, first-grade, third-grade, fifth-grade, and eighth-grade user's manuals for a description of these and other composite variables.

Similar to the first-, third-, and fifth-grade files, the K–8 full sample 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 seven 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 eighth-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 numbers 1 through 7) or are not pertinent to the K–8 full sample 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–8 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.

Two sets of composite variables 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. See section 10.3 of the fifth-grade user's manual for a description of how these composites were revised. The revised school lunch composites and child disability status composites are included on the K-8 full sample data file.

10.4   K–8 Weights

Several sets of cross-sectional and longitudinal weights have been computed for children with complete data from each round and different combinations of rounds. All weights on the K–8 full

sample data file are child-level weights. There are no K–8 longitudinal weights at the school or teacher level since school- and teacher-level weights were not computed for the first-grade, third-grade, fifth-, or eighth-grade years due to lack of representativeness. Detailed descriptions of the ECLS-K cross-sectional weights are included in chapter 4 of the ECLS-K base-year, first-grade, third-grade, fifth-grade, and eighth-grade user's manuals. Detailed descriptions of the ECLS-K longitudinal weights are included in chapter 9 of the first-grade, third-grade, fifth-grade, and eighth-grade user's manuals.

Before describing the weights, it is useful to understand the conventions used to name them. The names of the weights indicate the round or rounds of data collection and the component or combination of components (parent, child assessment, teacher) to which they apply. The ECLS-K has seven rounds of data collection, as shown in exhibit 10-1:

Exhibit 10-1.   Crosswalk between round number of data collection, grade, and school year: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07

Round number	Grade	School year
1	Fall-kindergarten	Fall 1998
2	Spring-kindergarten	Spring 1999
3	Fall-first grade (subsample)	Fall 1999
4	Spring-first grade	Spring 2000
5	Spring-third grade	Spring 2002
6	Spring-fifth grade	Spring 2004
7	Spring-eighth grade	Spring 2007

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, spring 2004, and spring 2007.

ECLS-K variable names are restricted to eight characters; thus, some weights use an underscore to indicate a range of rounds. For example, weight C1_4CW0 applies to cases with assessment data from the first four rounds of data collection (fall-kindergarten, spring-kindergarten, fall first-grade, and spring-first grade) or cases that were excluded from the direct assessment in one or more rounds due to a disability.

The letters in the weight names indicate the survey component (see exhibit 10-2). Two letters (F and S) are also used in some of the longitudinal weights to indicate whether the weight applies to the full sample (F) or to the fall-first grade subsample (S). These letters appear before P (parent interview) and C (child assessment) in the weight name. For example, C1_6FC0 is used for analysis of child assessment data for the full sample from five rounds (1, 2, 4, 5, and 6). Data from round 3 (the

subsample) are not included and thus the weight applies to the full sample. Weight C1_6SC0, on the other hand, pertains to assessment data from six rounds including the round 3 subsample, and thus the weight applies only to cases included in the subsample. The letter 'S' is not provided to indicate fall-first grade subsampling when round 3 is specified in the weight name (e.g., C34PW0). Many weights end in W0; the 'W' merely stands for "weight." All analysis weights end in 0 (zero), whereas replicate weights end in 1 through 90. Four longitudinal weights described in exhibit 10-4 do not follow these naming conventions: BYCOMW0, Y2COMW0, C1_4PW0, and C1_4CW0. These weights were named before the naming conventions were put into place. Both C1_4PW0 and C1_4CW0 include the first four rounds of data and thus pertain to cases in the fall-first grade subsample.

Exhibit 10-2.   Interpretation of letters used in names of weights

Letter	Interpretation
P	Parent interview
C	Child assessment
T	Child-level information in the teacher questionnaire (through third grade)
R	Child-level information in reading teacher questionnaire (fifth grade)
E	Child-level information in English teacher questionnaire (eighth grade)
M	Child-level information in mathematics teacher questionnaire (fifth and eighth grades)
S	Child-level information in science teacher questionnaire (fifth and eighth grades)[1]
BY	Base-year data: information from fall- and spring-kindergarten (e.g., BYCW0, BYPW0, BYCPTW0)

[1] When S appears in longitudinal weights, it means that the weight applies only to the panel that includes the fall-first grade subsample.
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, spring 2004, and spring 2007.

The cross-sectional weights available on the K–8 full sample file ECB are described in exhibit 10-3. The longitudinal weights available on the file are described in exhibit 10-4. In both exhibits, the number of records with nonzero weights is given for each weight so that users can check the count of records that will be included in a particular analysis. The use of the weights is described in the last column of exhibits 10-3 and 10-4. This column is designed to help users choose appropriate weights for their analyses.

The K-8 full sample file includes records of children who were base-year respondents but who did not have data for both fall-kindergarten and spring-kindergarten. These records are included because a base-year respondent is defined as a child who had *either* a fall- *or* spring-kindergarten child assessment or parent interview or was excluded from assessment because of a disability or because the child belonged in the language minority, not Spanish group; in other words the data file includes records

for children with at least one nonzero base-year cross-sectional weight (C1CW0, C2CW0, C1PW0, or C2PW0) but not necessarily all nonzero base-year cross-sectional weights.

How to Use Cross-Sectional Weights

To use cross-sectional weights, decide which round of data collection you will be using and from which components you will be drawing data (e.g., parent interview, child assessment, or teacher questionnaire). In exhibit 10-3, go to the round of data collection you will be using. The column "to be used in analysis of" will help you select the weight that most closely matches the components from which you are drawing data. For example, if you are using third-grade parent interview and child assessment data in your analysis, go to the section of the exhibit labeled "Spring-third grade." The best weight for your purposes is C5PW0. If you are also going to use teacher-level information from the third-grade teacher questionnaire, then you would use C5CPTW0. Detailed descriptions of the ECLS-K cross-sectional weights are included in chapter 4 of the ECLS-K base-year, first-grade, third-grade, fifth-grade, and eighth-grade user's manuals.

Exhibit 10-3.   ECLS-K: K–8 cross-sectional weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07

K–8 cross-sectional (within round) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Fall-Kindergarten			
B1TW0	3,047	data from the teacher questionnaire part B are present for fall-kindergarten.	data from fall-kindergarten teacher questionnaire part A or part B.
C1CW0	19,173	assessment data are present for fall-kindergarten, or if the child was excluded from direct assessment in fall-kindergarten due to a disability.	child direct assessment data from fall-kindergarten, alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity) or (b) data from any fall-kindergarten teacher questionnaire (teacher-level or child-level).
C1PW0	18,097	parent interview data are present for fall-kindergarten.	parent interview data from fall-kindergarten, alone or in combination with (a) fall-kindergarten child assessment data or (b) data from any fall-kindergarten teacher questionnaire (teacher-level or child-level).
			Exception: If data from the parent interview AND child assessments AND teacher-level (with or without child-level teacher) questionnaires are used together, then C1CPTW0 should be used.
C1CPTW0	17,124	assessment data are present for fall-kindergarten (or if the child was excluded from direct assessment in fall-kindergarten due to a disability), parent interview data are present for fall-kindergarten, and teacher-level questionnaire data are present for fall-kindergarten.	child direct assessment data from fall-kindergarten with fall-kindergarten parent interview data and fall-kindergarten teacher-level data with or without child-level data from the teacher.
Spring-Kindergarten			
S2SAQW0	866	data from the school administrator questionnaire are present for spring-kindergarten.	data from the spring-kindergarten school administrator questionnaire or school facilities checklist.
B2TW0	3243	data from the teacher questionnaire part B are present for spring-kindergarten.	data from spring-kindergarten teacher questionnaire part A, data from fall- or spring-kindergarten teacher questionnaire part B, or combination of data from fall-kindergarten or spring-kindergarten teacher questionnaire part A or B.
C2CW0	19,967	assessment data are present for spring-kindergarten, or if the child was excluded from direct assessment in spring-kindergarten due to a disability.	child direct assessment data from spring-kindergarten, alone or combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-kindergarten teacher questionnaire (teacher-level or child-level), or (c) data from the spring-kindergarten school administrator questionnaire or school facilities checklist.

See note at end of exhibit.

Exhibit 10-3.   ECLS-K: K–8 cross-sectional weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 cross-sectional (within round) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-Kindergarten—Continued			
C2PW0	18,950	parent interview data are present for spring-kindergarten.	parent interview data from spring-kindergarten, alone or in combination with (a) spring-kindergarten child assessment data, (b) data from any spring-kindergarten teacher questionnaire (teacher-level or child-level), or (c) data from the spring-kindergarten school administrator questionnaire or school facilities checklist.
			Exception: If data from the parent interview AND child assessments AND teacher-level (with or without child-level teacher) questionnaires are used together, then C2CPTW0 should be used.
C2CPTW0	17,454	assessment data are present for spring-kindergarten (or if the child was excluded from direct assessment in spring-kindergarten due to a disability), parent interview data are present for spring-kindergarten, and teacher-level questionnaire data are present for spring-kindergarten.	child direct assessment data from spring-kindergarten with spring-kindergarten parent interview data and spring-kindergarten teacher-level data with or without child-level data from the teacher, alone or in combination with data from the spring-kindergarten school administrator questionnaire or facilities checklist.
Fall-First Grade			
C3CW0	5,291	assessment data are present for fall-first grade, or if the child was excluded from direct assessment in fall-first grade due to a disability.	child direct assessment data from fall-first grade, alone or in combination with a limited set of child characteristics (e.g., age, sex, and race/ethnicity)
C3PW0	5,071	parent interview data are present for fall-first grade.	parent interview data from fall-first grade, alone or in combination with fall-first grade child assessment data.
Spring-First Grade			
C4CW0	16,727	assessment data are present for spring-first grade, or if the child was excluded from direct assessment in spring-first grade due to a disability.	child direct assessment data from spring-first grade, alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-first grade teacher questionnaire (teacher-level or child-level), or (c) data from the spring-first grade school administrator questionnaire or school facilities checklist.

See note at end of exhibit.

Exhibit 10-3.   ECLS-K: K–8 cross-sectional weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 cross-sectional (within round) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-First Grade—Continued			
C4PW0	15,626	parent interview data are present for spring-first grade.	parent interview data from spring-first grade, alone or in combination with (a) spring-first grade child assessment data, (b) data from any spring-first grade teacher questionnaire (teacher-level or child-level), or (c) data from the spring-first grade school administrator questionnaire or school facilities checklist. *Exception:* If data from the parent interview AND child assessments AND teacher-level (with or without child-level teacher) questionnaires are used together, then C4CPTW0 should be used.
C4CPTW0	13,491	assessment data are present for spring-first grade (or if the child was excluded from direct assessment in spring-first grade due to a disability), parent interview data are present for spring-first grade, and teacher-level questionnaire data are present for spring-first grade.	child direct assessment data from spring-first grade with spring-first grade parent interview data and spring-first grade teacher-level data with or without child-level data from the teacher, alone or in combination with data from the spring-first grade school administrator questionnaire or facilities checklist.
Spring-Third Grade			
C5CW0	14,470	assessment data are present for spring-third grade, or if the child was excluded from direct assessment in spring-third grade due to a disability.	child direct assessment data from spring-third grade, alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-third grade teacher questionnaire (teacher-level or child-level), or (c) data from the spring-third grade school administrator questionnaire or school facilities checklist.
C5PW0	13,489	parent interview data are present for spring-third grade.	parent interview data from spring-third grade, alone or in combination with (a) spring-third grade child assessment data, (b) data from any spring-third grade teacher questionnaire (teacher-level or child-level), or (c) data from the spring-third grade school administrator questionnaire or school facilities checklist. *Exception:* If data from the parent interview AND child assessments AND teacher-level (with or without child-level teacher) questionnaires are used together, then C5CPTW0 should be used.

See note at end of exhibit.

10-9

Exhibit 10-3. ECLS-K: K–8 cross-sectional weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 cross-sectional (within round) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-Third Grade—Continued			
C5CPTW0	10,395	assessment data are present for spring-third grade (or if the child was excluded from direct assessment in spring-third grade due to a disability), parent interview data are present for spring-third grade, and teacher-level questionnaire data are present for spring-third grade.	child direct assessment data from spring-third grade with spring-third grade parent interview data and spring-third grade teacher-level data with or without child-level data from the teacher, alone or in combination with data from the spring-third grade school administrator questionnaire or facilities checklist.
Spring-Fifth Grade			
C6CW0	11,346	assessment data are present for spring-fifth grade, or if the child was excluded from direct assessment in spring-fifth grade due to a disability.	child direct assessment data from spring-fifth grade, alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-fifth grade teacher questionnaire (teacher-level or child-level), or (c) data from the spring-fifth grade school administrator questionnaire or school facilities checklist.
C6PW0	10,996	parent interview data are present for spring-fifth grade.	parent interview data from spring-fifth grade, alone or in combination with (a) spring-fifth grade child assessment data, (b) data from any spring-fifth grade teacher questionnaire (teacher-level or child-level), or (c) data from the spring-fifth grade school administrator questionnaire or school facilities checklist.
			Exception: If data from the parent interview AND child assessments AND teacher-level (with or without child-level teacher) questionnaires are used together, then C6CPTE0, C6CPTM0, or C6CPTS0 should be used.
C6CPTR0	10,120	assessment data are present for spring-fifth grade (or the child was excluded from direct assessment in spring-fifth grade due to a disability), parent interview data are present for spring-fifth grade, and teacher-level from the reading teacher.	child direct assessment data from spring-fifth grade with spring-fifth grade parent interview data and spring-fifth grade reading teacher-level data with or without child-level data from the reading teacher, alone or in combination with data from the spring-fifth grade school administrator questionnaire or facilities checklist.

See note at end of exhibit.

Exhibit 10-3.   ECLS-K: K–8 cross-sectional weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 cross-sectional (within round) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-Fifth Grade—Continued			
C6CPTM0	5,017	child was sampled to have a child-level questionnaire completed by the mathematics teacher, and assessment data are present for spring-fifth grade (or the child was excluded from direct assessment in spring-fifth grade due to a disability), parent interview data are present for spring-fifth grade, and teacher-level data are present for spring-fifth grade (either from the reading teacher or the mathematics teacher).	child direct assessment data from spring-fifth grade with spring-fifth grade parent interview data and spring-fifth grade reading or mathematics teacher-level data with or without child-level data from the mathematics teacher, alone or in combination with data from the spring-fifth grade school administrator questionnaire or facilities checklist. This weight is to be used only if the analytic sample is restricted to the subset of children who were sampled to have a mathematics teacher questionnaire.
C6CPTS0	5,103	child was sampled to have a child-level questionnaire completed by the science teacher, assessment data are present for spring-fifth grade (or the child was excluded from direct assessment in spring-fifth grade due to a disability), parent interview data are present for spring-fifth grade, and teacher-level data are present for spring-fifth grade (either from the reading teacher or the science teacher).	child direct assessment data from spring-fifth grade with spring-fifth grade parent interview data and spring-fifth grade reading or science teacher-level data with or without child-level data from the science teacher, alone or in combination with data from the spring-fifth grade school administrator questionnaire or facilities checklist. This weight is to be used only if the analytic sample is restricted to the subset of children who were sampled to have a science teacher questionnaire.
Spring-Eighth Grade			
C7CW0	9,358	assessment data are present for spring-eighth grade (or if the child was excluded from direct assessment in spring-eighth grade due to a disability), or child questionnaire data are present for spring-eighth grade.	child direct assessment or student questionnaire data from spring-eighth grade, alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-eighth grade teacher questionnaire (teacher-level or child-level), or (c) data from the spring-eighth grade school administrator questionnaire.
C7PW0	8,809	parent interview data are present for spring-eighth grade.	parent interview data from spring-eighth grade, alone or in combination with (a) spring-eighth grade child assessment or student questionnaire data, (b) data from any spring-eighth grade teacher questionnaire (teacher-level or child-level), or (c) data from the spring-eighth grade school administrator questionnaire. *Exception:* If data from the parent interview AND child assessments AND teacher-level (with or without child-level teacher) questionnaires are used together, then C7CPTE0, C7CPTM0, or C7CPTS0 should be used.

See note at end of exhibit.

Exhibit 10-3. ECLS-K: K–8 cross-sectional weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 cross-sectional (within round) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-Eighth Grade—Continued			
C7CPTE0	8,294	assessment data are present for spring-eighth grade (or the child was excluded from direct assessment in spring-eighth grade due to a disability), or student questionnaire data are present for spring-eighth grade, parent interview data are present for spring-eighth grade, and teacher-level data from the English teacher are present for spring-eighth grade.	child direct assessment or student questionnaire data from spring-eighth grade with spring-eighth grade parent interview data and spring-eighth grade English teacher-level data with or without child-level data from the English teacher, alone or in combination with data from the spring-eighth grade school administrator questionnaire.
C7CPTM0	4,130	child was sampled to have a child-level questionnaire completed by the mathematics teacher and assessment data are present for spring-eighth grade (or the child was excluded from direct assessment in spring-eighth grade due to a disability), or student questionnaire data are present for spring-eighth grade, parent interview data are present for spring-eighth grade, and teacher-level data are present for spring-eighth grade (either from the English teacher or the mathematics teacher).	child direct assessment or student questionnaire data from spring-eighth grade with spring-eighth grade parent interview data and spring-eighth grade English or mathematics teacher-level data with or without child-level data from the mathematics teacher, alone or in combination with data from the spring-eighth grade school administrator questionnaire This weight is to be used only if the analytic sample is restricted to the subset of children who were sampled to have a mathematics teacher questionnaire.
C7CPTS0	4,164	child was sampled to have a child-level questionnaire completed by the science teacher and assessment data are present for spring-eighth grade (or the child was excluded from direct assessment in spring-fifth grade due to a disability), or student questionnaire data are present for spring-eighth grade, parent interview data are present for spring-eighth grade, and teacher-level data are present for spring-eighth grade (either from the English teacher or the science teacher).	child direct assessment or student questionnaire data from spring-eighth grade with spring-eighth grade parent interview data and spring-eighth grade English or science teacher-level data with or without child-level data from the science teacher, alone or in combination with data from the spring-eighth grade school administrator questionnaire. This weight is to be used only if the analytic sample is restricted to the subset of children who were sampled to have a science teacher questionnaire.

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, spring 2004, and spring 2007.

How to Use Longitudinal Weights

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, spring-fifth grade, and spring-eighth grade); five points in time (any five of fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade); six points in time (any six of fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade, or seven points in time (all seven rounds of data). In exhibit 10-4, go to the section of the table containing the weights for the HIGHEST grade level that you will be including in your analyses. For example, if the analysis uses spring-kindergarten and fall-first grade data, go to the section of the table labeled "Fall-first grade." The appropriate weight 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, go to the section of exhibit 10-4 labeled "Spring-third grade." 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, go to the section of the exhibit labeled "Spring-fifth grade." The appropriate weight begins with C2_6F. If the analysis uses data from spring-kindergarten, spring-first, spring-third, spring-fifth grade, and spring-eighth grade, go to the section labeled "Spring-eighth grade." The appropriate weight begins with C2_7F.

Second, consider the source of the data, which also affects the choice of the weight. In exhibit 10-4, details under the "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. Detailed descriptions of the ECLS-K longitudinal weights are included in chapters 4 and 9 of the ECLS-K first-grade, third-grade, fifth-grade, and eighth-grade user's manuals.

Exhibit 10-4.   ECLS-K: K–8 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07

K–8 longitudinal (cross-year) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Fall-Kindergarten *no longitudinal weights in first round of data collection*			
Spring-Kindergarten			
BYCW0	18,211	assessment data are present for both fall-kindergarten and spring-kindergarten, or if the child was excluded from direct assessment in both of these rounds of data collection due to a disability.	child direct assessment data from BOTH fall- and spring-kindergarten, alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any fall- or spring-kindergarten teacher questionnaire (teacher-level or child-level), or (c) data from the spring-kindergarten school administrator questionnaire or school facilities checklist.
BYPW0	16,906	parent interview data are present for both fall-kindergarten and fall-first grade.	parent interview data from BOTH fall- and spring-kindergarten, alone or in combination with (a) fall- or spring-kindergarten child assessment data, (b) data from any fall- or spring-kindergarten teacher questionnaire (teacher-level or child-level), or (c) data from the spring-kindergarten school administrator questionnaire or school facilities checklist.
BYCPTW0	15,420	assessment data are present for both fall-kindergarten and spring-kindergarten (or if the child was excluded from direct assessment in both of these rounds of data collection due to a disability), parent interview data are present for both fall-kindergarten and spring-kindergarten grade, and teacher-level questionnaire data are present for both fall-kindergarten and spring-kindergarten.	child direct assessment data from BOTH fall- and spring-kindergarten with parent interview data from BOTH fall- and spring-kindergarten and teacher-level questionnaire data from BOTH fall- and spring-kindergarten, alone or in combination with data from the spring-kindergarten school administrator questionnaire or facilities checklist.

See note at end of exhibit.

Exhibit 10-4.   ECLS-K: K–8 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 longitudinal (cross-year) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-Kindergarten—Continued			
BYCOMW0	17,060	assessment data are present for both fall-kindergarten and spring-kindergarten (or if the child was excluded from direct assessment in both of these rounds of data collection due to a disability), AND parent interview data are present for fall-kindergarten, spring-kindergarten, or both rounds, or teacher-level questionnaire data are present for fall-kindergarten, spring-kindergarten, or both rounds.	child direct assessment data from BOTH fall- and spring-kindergarten in combination with at least one or more rounds (fall- and/or spring-kindergarten) of parent and/or teacher-level questionnaire data. This may or may not be in combination with the spring-kindergarten school administrator questionnaire and facilities checklist data. *Exception*: Whenever BOTH rounds of parent data are used in the analysis either BYPW0 or BYCPTW0 (described above) should be used.
Fall-First Grade			
C23CW0	5,216	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.	child direct assessment data from BOTH spring-kindergarten and fall-first grade, alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from the spring-kindergarten teacher questionnaire (teacher-level or child-level), or (c) data from the spring-kindergarten school administrator questionnaire or school facilities checklist.
C23PW0	4,861	parent interview data are present for both spring-kindergarten and fall-first grade.	parent interview data from BOTH spring-kindergarten or fall-first grade, alone or in combination with (a) spring-kindergarten or fall-first grade child assessment data, (b) data from the spring-kindergarten teacher questionnaire (teacher-level or child-level), or (c) data from the spring-kindergarten school administrator questionnaire or school facilities checklist.
C123CW0	4,729	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.	child direct assessment data from THREE rounds of data collection (fall-kindergarten, spring-kindergarten and fall-first grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any fall- or spring-kindergarten teacher questionnaire (teacher-level or child-level), or (c) data from the spring-kindergarten school administrator questionnaire or school facilities checklist.

See note at end of exhibit.

Exhibit 10-4.   ECLS-K: K–8 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 longitudinal (cross-year) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Fall-First Grade—Continued			
C123PW0	4,295	parent interview data are present for fall- and spring-kindergarten and fall-first grade.	parent interview data from THREE rounds of data collection (fall-kindergarten, spring-kindergarten and fall-first grade), alone or in combination with (a) child assessment data from any of these three rounds, (b) data from any fall-kindergarten or spring-kindergarten teacher questionnaire (teacher-level or child-level), or (c) data from the spring-kindergarten school administrator questionnaire or school facilities checklist.
Spring-First Grade			
C24CW0	16,371	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.	child direct assessment data from BOTH spring-kindergarten and spring-first grade, alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-kindergarten or spring-first grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten or spring-first grade school administrator questionnaire or school facilities checklist.
C24PW0	14,938	parent interview data are present for both spring-kindergarten and spring-first grade.	parent interview data from BOTH spring-kindergarten or spring-first grade, alone or in combination with (a) spring-kindergarten or spring-first grade child assessment data, (b) data from any spring-kindergarten or spring-first grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten or spring-first grade school administrator questionnaire or school facilities checklist.
C124CW0	15,001	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.	child direct assessment data from THREE rounds of data collection (fall-kindergarten, spring-kindergarten and spring-first grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-kindergarten, fall-kindergarten, or spring-first grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten or spring-first grade school administrator questionnaire or school facilities checklist.
C124PW0	13,413	parent interview data are present for fall-kindergarten and spring-kindergarten and spring-first grade.	parent interview data from THREE rounds of data collection (fall-kindergarten, spring-kindergarten, and spring-first grade), alone or in combination with (a) child assessment data from any of these three rounds, (b) data from any spring-kindergarten, fall-kindergarten, or spring-first grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten or spring-first grade school administrator questionnaire or school facilities checklist.

See note at end of exhibit.

Exhibit 10-4. ECLS-K: K–8 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 longitudinal (cross-year) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-First Grade—Continued			
C1_4CW0	4,542	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.	child direct assessment data from FOUR rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, and spring-first grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any fall-kindergarten, spring-kindergarten, or spring-first grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten or spring-first grade school administrator questionnaire or school facilities checklist.
C1_4PW0	4,012	parent interview data are present for four rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, and spring-first grade).	parent interview data from FOUR rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, and spring-first grade), alone or in combination with (a) child assessment data from any of these four rounds, (b) data from any fall-kindergarten, spring-kindergarten, or spring-first grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten or spring-first grade school administrator questionnaire or school facilities checklist.
C34CW0	5,047	assessment data are present for both fall-first grade 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.	child direct assessment data from BOTH fall- and spring-first grade, alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from the spring-first grade teacher questionnaire (teacher-level or child-level), or (c) data from the spring-first grade school administrator questionnaire or school facilities checklist.
C34PW0	4,682	parent interview data are present for both fall-first grade and spring-first grade.	parent interview data from BOTH fall- and spring-first grade, alone or in combination with (a) fall- or spring-first grade child assessment data, (b) data from the spring-first grade teacher questionnaire (teacher-level or child-level), or (c) data from the spring-first grade school administrator questionnaire or school facilities checklist.

See note at end of exhibit.

Exhibit 10-4. ECLS-K: K–8 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 longitudinal (cross-year) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-First Grade—Continued			
Y2COMW0	13,983	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, 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.	child direct assessment data from THREE rounds of data collection (fall-kindergarten, spring-kindergarten, and spring-first grade), in combination with parent and/or teacher data from spring-first grade, AND parent and/or teacher data from fall- or spring-kindergarten.
Spring-Third Grade			
C45CW0	13,964	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.	child direct assessment data from BOTH spring-first grade and spring-third grade, alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-first grade or spring-third grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-first grade or spring-third grade school administrator questionnaire or school facilities checklist.
C45PW0	12,652	parent interview data are present for both spring-first grade and spring-third grade.	parent interview data from BOTH spring-first grade and spring-third grade, alone or in combination with (a) spring-first grade or spring-third grade child assessment data, (b) data from any spring-first grade or spring-third grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-first grade or spring-third grade school administrator questionnaire or school facilities checklist.
C245CW0	13,694	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.	child direct assessment data from THREE rounds of data collection (spring-kindergarten, spring-first grade and spring-third grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-kindergarten, spring-first grade, or spring-third grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten, spring-first grade, or spring-third grade school administrator questionnaire or school facilities checklist.

See note at end of exhibit.

Exhibit 10-4. ECLS-K: K–8 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 longitudinal (cross-year) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-Third Grade—Continued			
C245PW0	12,204	parent interview data are present for spring-kindergarten and spring-first grade and spring-third grade.	parent interview data from THREE rounds of data collection (spring-kindergarten, spring-first grade and spring-third grade), alone or in combination with (a) child assessment data from any of these three rounds, (b) data from any spring-kindergarten, spring-first grade, or spring-third grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten, spring-first grade, or spring-third grade school administrator questionnaire or school facilities checklist.
C1_5FC0	12,558	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.	child direct assessment data from FOUR rounds of data collection (fall-kindergarten, spring-kindergarten, spring-first grade, and spring-third grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, or spring-third grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten, spring-first grade or spring-third grade school administrator questionnaire, or school facilities checklist.
C1_5FP0	10,998	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).	parent interview data from FOUR rounds of data collection (fall-kindergarten, spring-kindergarten, spring-first grade, and spring-third grade), alone or in combination with (a) child assessment data from any of these four rounds, (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten, spring-first grade, or spring-third grade school administrator questionnaire or school facilities checklist.
C1_5SC0	4,032	assessment data are present for 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.	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 combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, or spring-third grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten, spring-first grade, or spring-third grade school administrator questionnaire or school facilities checklist.

See note at end of exhibit.

Exhibit 10-4.　ECLS-K: K–8 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 longitudinal (cross-year) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-Third Grade—Continued			
C1_5SP0	3,522	parent interview data are present for five rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, and spring-third grade).	parent interview data from FIVE rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, and spring-third grade), alone or in combination with (a) child assessment data from any of these five rounds, (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten, spring-first grade, or spring-third grade school administrator questionnaire or school facilities checklist.
Spring-Fifth Grade			
C56CW0	11,136	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.	child direct assessment data from BOTH spring-third grade and spring-fifth grade, alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-third grade or spring-fifth grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-third grade or spring-fifth grade school administrator questionnaire or school facilities checklist.
C56PW0	10,079	parent interview data are present for both spring-third grade and spring-fifth grade.	parent interview data from BOTH spring-third grade and spring-fifth grade, alone or in combination with (a) spring-third grade or spring-fifth grade child assessment data, (b) data from any spring-third grade or spring-fifth grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-third grade or spring-fifth grade school administrator questionnaire or school facilities checklist.
C456CW0	10,852	assessment data are present for spring-first grade, 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.	child direct assessment data from THREE rounds of data collection (spring-first grade, spring-third grade and spring-fifth grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-first grade, spring-third grade, or spring-fifth grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-first grade, spring-third grade, or spring-fifth grade school administrator questionnaire or school facilities checklist.

See note at end of exhibit.

Exhibit 10-4. ECLS-K: K–8 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 longitudinal (cross-year) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-Fifth Grade—Continued			
C456PW0	9,568	parent interview data are present for spring-first grade, spring-third grade, and spring-fifth grade.	parent interview data from THREE rounds of data collection (spring-first grade, spring-third grade and spring-fifth grade), alone or in combination with (a) child assessment data from any of these three rounds, (b data from any spring-first grade, spring-third grade, or spring-fifth grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-first grade, spring-third grade, or spring-fifth grade school administrator questionnaire or school facilities checklist.
C2_6FC0	10,673	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.	child direct assessment data from FOUR rounds of data collection (spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school administrator questionnaire or school facilities checklist.
C2_6FP0	9,267	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).	parent interview data from FOUR rounds of data collection (spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), alone or in combination with (a) child assessment data from any of these four rounds, (b) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school administrator questionnaire or school facilities checklist.
C1_6FC0	9,796	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.	child direct assessment data from FIVE rounds of data collection (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school administrator questionnaire or school facilities checklist.

See note at end of exhibit.

Exhibit 10-4.　ECLS-K: K–8 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 longitudinal (cross-year) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-Fifth Grade—Continued			
C1_6FP0	8,370	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).	parent interview data from FIVE rounds of data collection (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, and spring-fifth grade), alone or in combination with (a) any child assessment data from these four rounds, (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school administrator questionnaire or school facilities checklist.
C1_6SC0	3,000	assessment data are present for 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.	child direct assessment data from 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 combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school administrator questionnaire or school facilities checklist.
C1_6SP0	2,566	parent interview data are present for six rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, and spring-fifth grade).	parent interview data from 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 combination with (a) child assessment data from any of these six rounds, (b)) data from any fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade teacher questionnaire (teacher-level or child-level), or (c) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school administrator questionnaire or school facilities checklist.

See note at end of exhibit.

Exhibit 10-4. ECLS-K: K–8 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 longitudinal (cross-year) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-Eighth Grade			
C67CW0	8,960	assessment data are present for both spring-fifth grade and spring-eighth grade, or if the child was excluded from direct assessment in both of these rounds of data collection due to a disability.	child direct assessment data from BOTH spring-fifth grade and spring-eighth grade, alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-fifth grade or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-fifth grade or spring-eighth grade school administrator questionnaire, or (d) data from the spring-fifth grade school facilities checklist.
C67PW0	8,544	parent interview data are present for both spring-fifth grade and spring-eighth grade.	parent interview data from BOTH spring-fifth grade or spring-eighth grade, alone or in combination with (a) spring-fifth grade or spring-eighth grade child assessment data, (b) data from any spring-fifth grade or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-fifth grade or spring-eighth grade school administrator questionnaire, or (d) data from the spring-fifth grade school facilities checklist.
C567CW0	8,827	assessment data are present for spring-third grade, spring-fifth grade, and spring-eighth grade, or if the child was excluded from direct assessment in all of these three rounds of data collection due to a disability.	child direct assessment data from THREE rounds of data collection (spring-third grade, spring-fifth grade and spring-eighth grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-third grade or spring-fifth grade school facilities checklist.
C567PW0	8,070	parent interview data are present for spring-third grade, spring-fifth grade, and spring-eighth grade.	parent interview data from THREE rounds of data collection (spring-third grade, spring-fifth grade and spring-eighth grade), alone or in combination with (a) child assessment data from any of these three rounds, (b) data from any spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-third grade or spring-fifth grade school facilities checklist.

See note at end of exhibit.

Exhibit 10-4.   ECLS-K: K–8 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 longitudinal (cross-year) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-Eighth Grade—Continued			
C4_7CW0	8,633	assessment data are present for spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade, or if the child was excluded from direct assessment in all of these four rounds of data collection due to a disability.	child direct assessment data from FOUR rounds of data collection (spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.
C4_7PW0	7,764	parent interview data are present for spring-first grade, spring-third grade, spring-fifth and spring-eighth grade.	parent interview data from FOUR rounds of data collection (spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth), alone or in combination with (a) child assessment data from any of these four rounds, (b) data from any spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.
C2_7FC0	8,503	assessment data are present for five rounds of data collection involving the full sample of children (spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), or if the child was excluded from direct assessment in all of these five rounds of data collection due to a disability.	child direct assessment data from FIVE rounds of data collection (spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.

See note at end of exhibit.

Exhibit 10-4. ECLS-K: K–8 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 longitudinal (cross-year) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-Eighth Grade—Continued			
C2_7FP0	7,558	parent interview data are present for five rounds of data collection involving the full sample of children (spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade).	parent interview data from FIVE rounds of data collection (spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), alone or in combination with (a) child assessment data from any of these five rounds, (b) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.
C1_7FC0	7,803	assessment data are present for six rounds of data collection involving the full sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), or if the child was excluded from direct assessment in all of these six rounds of data collection due to a disability.	child direct assessment data from SIX rounds of data collection (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.
C1_7FP0	6,861	parent interview data are present for six rounds of data collection involving the full sample of children (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade).	parent interview data from SIX rounds of data collection (fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), alone or in combination with (a) child assessment data from these any of these six rounds, (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.

See note at end of exhibit.

Exhibit 10-4.   ECLS-K: K–8 longitudinal weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

K–8 longitudinal (cross-year) weights	Number of records with nonzero weight	Is nonzero if …	To be used for analysis of …
Spring-Eighth Grade—Continued			
C1_7SC0	2,369	assessment data are present for all seven rounds of data collection involving the full sample of children (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), or if the child was excluded from direct assessment in all of these seven rounds of data collection due to a disability.	child direct assessment data from ALL SEVEN rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade) alone or in combination with (a) a limited set of child characteristics (e.g., age, sex, and race/ethnicity), (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.
C1_7SP0	2,063	parent interview data are present for all seven rounds of data collection involving the full sample of children (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade).	parent interview data from ALL SEVEN rounds of data collection (fall-kindergarten, spring-kindergarten, fall-first grade, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), alone or in combination with (a) child assessment data from any of these seven rounds, (b) data from any fall-kindergarten, spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade teacher questionnaire (teacher-level or child-level), (c) data from any spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, or spring-eighth grade school administrator questionnaire, or (d) data from any spring-kindergarten, spring-first grade, spring-third grade, or spring-fifth grade school facilities checklist.

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, spring 2004, and spring 2007.

K–8 longitudinal weights are used to produce estimates of differences between two or more rounds of data collection spanning kindergarten, first grade, third grade, fifth grade, and eighth grade. Simple examples involving two rounds of data collection are as follows:

1. estimating the differences in children's mean assessment scores between spring-fifth grade and spring-eighth grade using C67CW0; 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, spring-fifth grade or spring-eighth grade).

K–8 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 fifth and eighth grades. If the analysis includes data collected from the parents in spring-fifth grade and spring-eighth grade, then C67PW0 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-fifth grade and spring-eighth grade, then C67CW0 can be used to estimate changes in assessment scores between spring-fifth grade and spring-eighth 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 associated with parents' and teachers' beliefs about kindergarten readiness and parental educational expectations, the weight Y2COMW0 would be appropriate. Exhibit 10-5 shows examples of research questions, the data of the survey components, and the weights to be used for analyses appropriate to these research questions. As noted in the first-grade, third-grade, fifth-grade, and eighth-grade user's manuals, any longitudinal analysis that uses data from fall-first grade will be limited to a 27 percent subsample of children.[37]

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[37] 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 children in a 30 percent subsample of schools.

Exhibit 10-5.   Examples of research questions and appropriate weights to use: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07

Research questions	Components used	Grades included	Best weight to use
Are teacher-reported measures of children's school readiness at the beginning of kindergarten associated with children's skills and knowledge at the end of eighth grade?	Round 1(R1) teacher questionnaire (child level) R7 child assessment	Fall-kindergarten Spring-eighth grade	C1_7FC0 (n=7,803)
Are kindergartners' reading and mathematics growth from kindergarten through eighth grade associated with their poverty status over the same time period?	R1, R2, R4, R5, R6, R7 parent interview R1, R2, R4, R5, R6, R7 child assessment	Fall-kindergarten through Spring-eighth grade (excluding Fall-first grade)	C1_7FP0 (n=6,861)
Do the gains children make in their reading knowledge and skills from fall to spring of kindergarten and to the spring of first grade relate to parents' and teachers' beliefs about kindergarten readiness and parent educational expectations?	R1 parent interview R1 teacher questionnaire B R1, R2, R4 child assessment	Fall-kindergarten Spring-kindergarten Spring-first grade	Y2COMW0 (n=13,983)
In fifth grade, do children's reading, mathematics, and science achievement vary by the type of school attended, after controlling for family socioeconomic status (SES)?	R6 school administrator questionnaire R6 parent interview R6 child assessment	Spring-fifth grade	C6PW0 (n=10,996)
Are eighth-graders' educational expectations associated with their parents' educational expectations and their mathematics teachers' opinions about child success in general in the school?	R7 student questionnaire R7 parent questionnaire R7 teacher questionnaire (completed by the child's mathematics teacher)	Spring-eighth grade	C7CPTM0 (n=4,130)
Do the gains children make in mathematics from fall of kindergarten to the spring of fifth grade relate to the type of kindergarten program (full- or part-day) they attended?	R1 teacher questionnaire A R1, R6 child assessment	Fall-kindergarten Spring-fifth grade	C1_6FC0 (n=9,796)

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, spring 2004, and spring 2007.

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 eighth 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 and eighth grade). The preferred weight for this analysis would be C2_7FC0, which is the weight for child direct assessment data from spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade. Of children on the longitudinal K–8 file with teacher-level data in all five of these rounds (e.g., spring-kindergarten, spring-first grade, spring-third grade, spring-fifth grade, and spring-eighth grade), 99 percent (6,483) have nonzero C2_7FC0, compared with 90 percent (5,909) with nonzero C1_7FC0 and 25 percent (1,669) with nonzero C1_7SC0, the other two longitudinal weights available for analyses of child data. The preferred weight is the one that will yield the largest number of records for analysis, which in this case is C2_7FC0. 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 questionnaire are used in the analysis of the K–8 longitudinal data, then the same arguments can be used to select the weight. In this case, 27 percent of children in the K–8 file have school administrator questionnaire data from kindergarten, first grade, third grade, fifth grade, and eighth grade; of these, 98 percent have nonzero C2_7FC0 compared with 89 percent with nonzero C1_67FC0 and 25 percent with nonzero C1_7SC0. Therefore, the preferred weight is also C2_7FC0. 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 Weights

The statistical characteristics of the cross-sectional and longitudinal weights are presented in table 10-1. The weights are listed by round with the cross-sectional weights listed before the longitudinal ones within each round. 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 children (sum of weights) between the different panels of children 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, fifth grade, and eighth grade, 12 weights (C45CW0, C45PW0, C56CW0, C56PW0, C67CW0, C67PW0, C456CW0, C456PW0, C567CW0, C567PW0, C4_7FC0, and C4_7FP0) 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, fifth-grade, and eighth-grade user's manuals.

Table 10-1. Characteristics of child-level K–8 weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07

Variable name	Number of cases	Mean	Standard deviation	CV (× 100)	Minimum	Maximum	Skewness	Kurtosis	Sum
S2SAQW0	866	83.44	53.07	63.60	6.42	484.64	2.24	8.32	72,260
B1TW0	3,047	62.48	44.08	70.55	1.61	503.44	2.60	11.13	190,381
B2TW0	3,243	58.64	39.67	67.64	1.60	453.44	2.43	10.09	190,166
C1CW0	19,173	201.63	91.94	45.60	1.64	755.65	1.35	4.85	3,865,946
C1PW0	18,097	213.62	96.19	45.03	2.03	832.40	1.47	5.71	3,865,946
C1CPTW0	17,124	225.76	104.57	46.32	2.17	1,018.25	1.45	5.49	3,865,946
C2CW0	19,967	193.49	104.72	54.12	1.60	900.00	2.16	8.20	3,863,512
C2PW0	18,950	203.88	98.75	48.44	1.98	900.00	1.62	5.91	3,863,512
C2CPTW0	17,454	221.35	107.58	48.60	2.17	918.89	1.47	5.43	3,863,512
BYCW0	18,211	212.14	119.54	56.35	1.59	900.00	2.45	9.82	3,863,204
BYPW0	16,906	228.51	109.75	48.03	2.22	900.00	1.62	5.63	3,863,204
BYCPTW0	15,420	250.53	121.33	48.43	2.54	1,146.11	1.58	6.07	3,863,204
BYCOMW0	17,060	226.45	126.48	55.85	1.59	900.00	2.33	8.82	3,863,204
C3CW0	5,291	729.33	554.89	76.08	71.10	6,374.63	3.78	19.37	3,858,882
C3PW0	5,071	760.96	484.52	63.67	76.35	5,246.83	2.84	11.81	3,858,850
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
C4CW0	16,727	235.46	207.19	88.00	1.76	3,517.71	4.31	32.38	3,938,490
C4PW0	15,626	251.96	203.49	80.76	1.83	3,271.78	3.98	28.56	3,937,097
C4CPTW0	13,491	291.74	316.85	108.61	2.21	3,849.49	4.35	26.07	3,935,870
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
C34CW0	5,047	762.96	571.61	74.92	71.81	6,225.66	3.63	18.85	3,850,650
C34PW0	4,682	822.17	526.93	64.09	81.12	5,657.06	2.61	10.65	3,849,405
Y2COMW0	13,983	274.83	241.55	87.89	2.03	3,803.82	4.26	29.97	3,842,961
C5CW0	14,470	272.18	242.53	89.10	1.54	3,376.78	3.21	18.45	3,938,512
C5PW0	13,489	291.92	241.71	82.80	1.63	3,654.05	3.23	18.83	3,937,759
C5CPTW0	10,395	378.75	435.34	114.94	2.58	5,209.19	3.38	15.25	3,937,126
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	3,843,641
C245PW0	12,204	314.92	267.05	84.80	1.78	3,121.66	2.87	14.51	3,843,273
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	3,841,182
C1_5SP0	3,522	1,090.37	816.79	74.91	104.68	6,801.61	2.56	9.19	3,840,279
C6CW0	11,346	346.92	552.91	159.38	1.91	6,556.07	4.36	23.64	3,936,156
C6PW0	10,996	357.86	501.99	140.28	1.80	4,909.08	3.54	15.06	3,935,007
C6CPTR0	10,120	388.86	653.95	168.17	1.89	6,707.74	4.21	21.04	3,935,285
C6CPTM0	5,017	786.58	1,087.08	138.20	6.10	9,887.78	4.24	21.85	3,946,287
C6CPTS0	5,103	770.41	1,071.77	139.12	4.94	9,883.96	4.15	20.55	3,931,398
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

See note at end of table.

Table 10-1.   Characteristics of child-level K–8 weights: School years 1998–99, 1999–2000, 2001–02, 2003–04, and 2006–07—Continued

Variable name	Number of cases	Mean	Standard deviation	CV (× 100)	Minimum	Maximum	Skewness	Kurtosis	Sum
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	11,913.30	3.28	11.10	3,822,526
C1_6SP0	2,566	1,490.10	1,835.53	123.18	86.76	10,279.40	2.71	7.31	3,823,589
C7CW0	9,358	421.44	546.25	129.62	2.19	5,479.19	3.44	13.93	3,943,827
C7PW0	8,809	447.74	579.18	129.36	1.91	5,626.11	3.52	15.23	3,944,166
C7CPTE0	8,294	475.44	631.93	132.91	2.42	7,716.63	3.41	13.91	3,943,318
C7CPTM0	4,130	955.24	1,227.71	128.52	5.30	10,632.40	3.20	11.46	3,945,141
C7CPTS0	4,164	946.51	1,227.76	129.71	6.88	9,919.15	3.16	10.87	3,941,257
C67CW0	8,960	440.18	596.56	135.53	2.12	6,180.46	3.32	12.67	3,944,055
C67PW0	8,544	461.62	581.11	125.89	2.26	5,526.63	3.34	13.73	3,944,048
C567CW0	8,827	446.77	613.70	137.36	2.12	6,024.73	3.30	12.15	3,943,678
C567PW0	8,070	488.64	638.85	130.74	2.16	6,857.84	3.58	16.23	3,943,290
C4_7CW0	8,633	456.32	664.30	145.58	2.14	6,183.19	3.40	12.74	3,939,414
C4_7PW0	7,764	507.37	660.81	130.24	2.46	6,381.09	3.44	14.23	3,939,255
C2_7FC0	8,503	451.67	666.27	147.51	2.20	5,668.77	3.47	13.19	3,840,561
C2_7FP0	7,558	508.27	669.20	131.66	2.60	6,297.36	3.58	15.17	3,841,500
C1_7FC0	7,803	492.17	722.31	146.76	2.39	7,294.96	3.58	14.41	3,840,438
C1_7FP0	6,861	559.80	714.14	127.57	3.11	6,628.98	3.27	12.78	3,840,784
C1_7SC0	2,369	1,619.67	2,364.29	145.97	79.85	14,915.80	3.27	10.97	3,836,993
C1_7SP0	2,063	1,861.13	2,264.50	121.67	124.86	12,554.00	2.49	5.81	3,839,514

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, spring 2004, and spring 2007.

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