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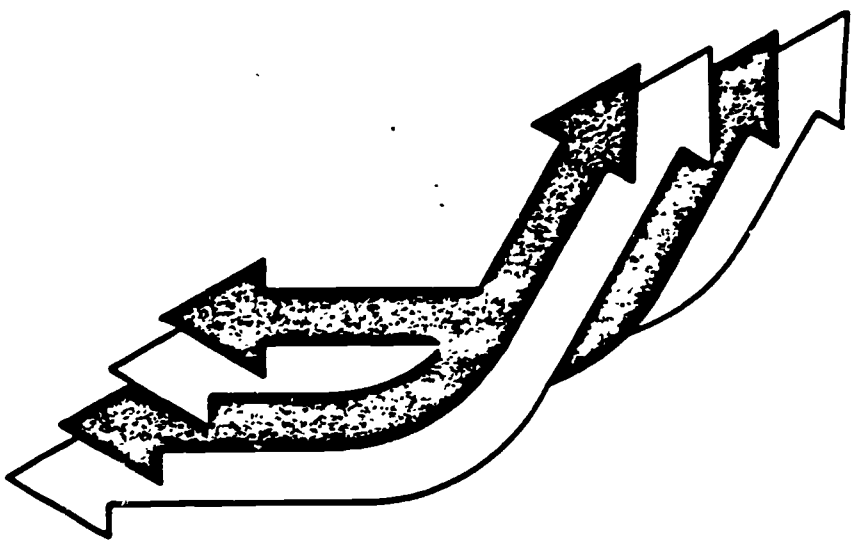
ABSTRACT

This user's manual provides information for using the "High School and Beyond" (HSB) longitudinal study data file for local labor markets for HSB schools. An overview of the national study is given. Information in the HSB database comes primarily from questionnaires completed by students, school administrators. teachers, and parents of students. The local labor market indicators for the HSB schools data file consists of five related data files and contains 1,015 records, in SAS (SPSS) format. The file is available on tape. Section 2 describes school geography used in preparing the data. Section 3 summarizes the data file construction procedure. Section 4 explains organization and content and provides a guide to the code book, which is presented in section 5. Appendices list other HSB files and the record layout of the local economic indicators file. The HSB program makes it possible to analyze changes in many educational choices made during the high school years since 1972. (SLD)

High School and Beyond

a national longitudinal study for the 1980's

Local Labor Market Indicators for High School and Beyond Schools (1980-1982)



National Center for Education Statistics

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1. INTRODUCTION

The purpose of this user's manual is to provide information needed to use the High School and Beyond (HS&B) "local labor market indicators for HS&B schools" data file. To ensure that researchers are aware of the relationships among the several components of the High School and Beyond study, this introductory chapter presents an overview of the project. Section 2 describes the school geography used in preparing the data and the sources of the indicators. Section 3 summarizes the data file construction procedure, including the specifications for missing data. Section 4 explains the organization and content of the data files and provides a guide to the codebook. Section 5 consists of the codebook itself. Additional information is included in the appendices: Appendix A contains a list of the other HS&B data files, and Appendix B contains the record layout of the local economic indicators file.

1.1 The Longitudinal Studies Program at NCES

The mandate of the National Center for Education Statistics (NCES) includes the responsibility to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974--Public Law 93-380, Title V, Section 501, amending part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on a nationally representative sample of high school students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS

program is to study longitudinally the educational, vocational, and personal development of high school students and the personal, familial, social, institutional, and cultural factors that may affect that development.

The NELS program was planned to utilize time-series data bases in two ways: (1) each cohort is surveyed at regular intervals over a span of years, and (2) comparable data is obtained from successive cohorts, permitting studies of trends relevant to educational and career development and societal roles. The NELS program consists of two major studies: The National Longitudinal Study of the High School Class of 1972 (NLS-72) and High School and Beyond (HS&B).

The first, NLS-72, was designed to inform federal policy in the decade of the 1970s. NLS-72 began with the collection of comprehensive base year data from high school seniors in the spring of 1972. Four follow-up surveys were conducted in the fall and winter of 1972, 1974, 1976, and 1979. A fifth follow-up survey is scheduled for 1986.

The second, HS&B, was designed to inform federal and state policy in the decade of the 1980s. HS&B began in 1980 with the collection of base year data on high school seniors and sophomores. Two follow-ups surveys were conducted in the spring of 1982 and 1984. The third is scheduled for the spring of 1986.

..2 Relation of High School and Beyond to NLS-72

High School and Beyond was designed to build on the NLS-72 in three ways. First, the base year of HS&B included a 1980 cohort of high school seniors that was directly comparable to the 1972 cohort. Replication of selected 1972 student questionnaire items and test items makes it possible to analyze changes that have occurred since 1972 and their relationship to recent federal policies and programs in education. Second, the introduction

of a sophomore cohort provides data on the many critical educational and vocational choices made between the sophomore and senior years in high school, permitting a fuller understanding of the secondary school experience and its impact on students. Finally, HS&B has expanded the NLS-72 focus by collecting data on a broader range of life cycle factors, such as family-formation behavior, intellectual development, and social participation.

1.3 Overview of the HS&B Base Year Survey

The HS&B base year survey was conducted in the spring of 1980. The study design included a highly stratified national probability sample of over 1,100 secondary schools as the first stage units of selection.* In the second stage, 36 seniors and 36 sophomores were selected per school (in schools with fewer than 36 in either of these groups, all eligible students were included). Special efforts were made to identify twins and triplets among selected students, and non-selected twins and triplets were invited to participate in the study. (Data from non-sampled twins and triplets is not included in the student data files, but may be obtained in a separate Twin Data File linking questionnaire data for both sampled and non-sampled twins for special analyses.) Over 30,000 sophomores and 28,000 seniors enrolled in 1,015 public and private high schools across the country participated in the base year survey.

Several special strata were included in the sample with probabilities higher than their occu -ence in the population to allow for study of certain types of schools or students. These included:

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*Detailed information about the samples can be found in the HS&B sample design report for the base year: Martin R. Frankel et. al., Sample Design Report (Chicago: National Opinion Research Center, 1981).

- Hispanic strata, with probabilities of selection to insure sufficient numbers of Cuban, Puerto Rican and Mexican students for separate analyses

- a stratum of Catholic schools with high proportions of black students

- a stratum of public alternative schools

- a stratum of private schools with high-achieving students

The Hispanic supplement to the sample was funded jointly by the Office of Bilingual Education and Minority Language Affairs (OBEMLA), and the Office for Civil Rights (OCR) within the Department of Education. The base year survey also included a separate sample of students from Department of Defense Dependents Schools (DoDDS). However, these students are not part of the High School and Beyond national probability sample, were not weighted, and are not included on the data tapes distributed by NCES.

Survey instruments in the base year included:

- a school questionnaire
- student identification pages
- a sophomore questionnaire
- a senior questionnaire
- a series of cognitive tests for each cohort
- teacher comment forms
- parent questionnaires (mailed to a sample of parents from both cohorts)

The student questionnaires focused on individual and family background, high school experiences, work experiences, and plans for the future. Cognitive tests administered to students measured both verbal and quantitative abilities.* In addition, sophomore tests included achievement

*For an assessment of the cognitive tests see Barbara Heyns and Thomas L. Hilton, "The Cognitive Tests for High School and Beyond: An Assessment," Sociology of Education, 55, 2/3 (April/July, 1982), pp. 89-102.

measures in science, writing, and civics, while seniors were asked to respond to tests measuring abstract and nonverbal abilities. Of the 194 test items administered to the HS&B senior cohort in the base year, 86 percent were identical to those given to the NLS-72 base year respondents. School questionnaires provided information about enrollment, staff, educational programs, facilities and services, dropout rates, and special programs for handicapped and disadvantaged students. The teacher comment forms provided teacher observations on students participating in the survey. The parent questionnaire elicited information about how family attitudes and financial planning affect postsecondary educational goals.

1.4 Overview of the First Follow-Up Survey

1.4.1 Sample Design

The HS&B first follow-up sample consists of approximately 30,000 1980 sophomores and 12,000 1980 seniors. It retains the multistage, stratified, and clustered design of the base year sample. All students selected during the base year (including nonrespondents) had a probability of inclusion in the first follow-up. Unequal probabilities were compensated by weighting. NORC attempted to survey all 1980 sophomores (including base year nonrespondents) who were still enrolled in their original base year schools. Certain categories of 1980 sophomores no longer enrolled in their original schools were subsampled and certain categories were sampled with certainty. A subsample of 11,500 students was selected from among the senior cohort base year participants. This subsampling was carried out so as to insure the analytic power to address policy issues in areas such as excellence in education, access to postsecondary education, need for financial aid, and the impact of education on career choices. A special sample of 495 students was selected from among 1980 senior base year nonrespondents. The first

follow-up survey also included all non-sampled co-twins (and triplets) who had been identified and surveyed during the base year survey, provided that the sampled twin was retained for the follow-up. However, non-sampled twins are not included in the probability sample and are not weighted. Their data appear only on a separate twin data file.

As in the base year, the Hispanic Supplement to the first follow-up was supported by OBEMLA and OCR. In addition, the United States Army Recruiting Command (USARC) supported the retention in the first follow-up sample of 200 additional 1980 seniors who had moderate to high achievement scores but no plans for postsecondary education.

The separate DoDDS sample of students was also included in first follow-up survey activities. All DoDDS base year participants currently living overseas and all senior cohort base year participants living in the United States were retained in the DoDDS sample. However, sophomore cohort base year participants living in the U.S. were not contacted for follow-up activities. As in the base year survey, the DoDDS sample was maintained as a separate, unweighted sample not part of the High School and Beyond first follow-up sample. DoDDS sample data is not distributed by NCES.

The entire probability sample of 1,015 schools was retained. However, for administrative reasons, NORC did not attempt to obtain a school questionnaire from schools that had no 1980 sophomores, had closed, or had merged with other schools in the sample. "Target schools" that had received pools of students from base year schools that had merged or closed were contacted to provide a school questionnaire even though they were not part of the probability sample of schools. This was done in order to insure that current school-level data would be available to merge with student data records for those students who had moved en masse to a different school. It

is important to note however, that since these "target" schools were not included in the probability sample weights were not assigned to them.

1.4.2 Survey Instruments and Method of Administration

The survey design for students utilized two basic methods of data collection: on- and off-campus group administration of questionnaires and tests to the sophomore cohort, and mailed questionnaires to the senior cohort with telephone interviews of seniors who did not initially respond to the mailed questionnaire. The sophomore cohort first follow-up questionnaire replicates nearly all the items used in the base year questionnaire; the cognitive test was identical to that used in the base year. Two versions of the sophomore questionnaire were used. One was designed for students still in school (including transfer students and early graduates); the other for school leavers (dropouts). In addition, early graduates and transfer students were asked to fill out special supplements that elicited additional information relevant to their early graduation or transfer. The items in the senior cohort first follow-up questionnaire were drawn almost entirely from the base year senior questionnaire and from the NLS-72 fourth follow-up questionnaire.

School questionnaires were mailed to administrators in both the base year and first follow-up. Nonrespondents to the mailed request were contacted again by survey representatives, who collected most of the remaining questionnaires when they visited the schools to conduct student survey activities. During the first follow-up, about 100 additional school questionnaires were obtained when schools were recontacted to supply student transcripts. Follow-up telephone calls to school coordinators for school materials (questionnaires, course offerings, enrollments, and transcripts) yielded 12 school questionnaires completed over the telephone in addition to

the 100 mentioned above.

In addition to the student and school questionnaires, the first follow-up survey sought information from sample schools regarding course offerings and enrollments. (Information on the collection and use of this data is provided in the User's Manual for the Course Offerings and Enrollments Data ...e.) School officials also were asked to provide transcripts for sample students. (Information on the transcript data is available in the User's Manual for the Student Transcript Data File.)

..5 Geographical Data on Schools

In the course of developing a sample of HS&B schools, NORC obtained the addresses, including the zip codes, and in most cases, the county in which the high school was located. In order to keep private the identities of the individuals and schools who participated in the HS&B study, this information was not released to the public with the rest of the school data.

Yet researchers and analysts occasionally ask for more geographical detail than this, not because they want to determine anything about a particular individual or school, but because they would like to know something about the level of unemployment or the prevailing wages of the community in which the HS&B sample members lived, in order to study properly the processes that influence the decisions young people make about their futures.

In creating this local labor market indicator data file, the geographical detail provided by the county and zip code information (after certain corrections and amendments) was used to assign the values of various economic variables to the HS&B schools. The geographic identifiers were then removed from the records. The resulting data file, containing local labor market indicators but not local geographic identifiers, is designed to

fill the need for information on the local labor market environment without revealing the identities of the individuals and schools who participated in the HS&B study. The only identifying information remaining on the file is the random HS&B school identification code number. This number can be used to match the school identification codes on the HS&B school file and on the HS&B student files, so that the information on the appropriate cases can be merged with the economic indicators contained in this file.

2. DATA SOURCES AND GEOGRAPHY

Information in the High School and Beyond data base comes primarily from questionnaires filled out by students, school administrators, teachers, and parents of students. These data are supplemented by a variety of other materials, including information on courses taught at sampled schools and the numbers of students enrolled in those courses, and information from students' high school transcripts. The survey instruments given to students, teachers, and parents, as well as the protocols and procedures governing the transmittal of information on course offerings and student transcripts, are described in the user's manuals for each of those data files. (For a brief description of these files, see Appendix A.)

Information in this data file is designed to supplement the questionnaires filled out by students, teachers, school administrators, and parents of students. Below are described the nature and sources of the labor market indicators incorporated in this supplementary HS&B data file and the geographical concepts and measures used to assemble the indicators.

.1 Sources of Local Area Statistical Indicators

The Bureau of Labor Statistics (BLS) publishes an annual series of local area unemployment statistics for four types of areas: states, Standard Metropolitan Statistical Areas (SMSAs), counties, and cities. For each area type and year, the BLS provides four items of information: the number of persons in the civilian labor force, the number employed, the number unemployed, and the rate of unemployment. For this project, data from the years 1980, 1981, and 1982 were available. For each area type, two derived indicators of the local economy were created: the percentage growth in employment from 1980 to 1981 and from 1980 to 1982. The sources for these

derived measures were the number employed in the appropriate years for each area.

After the derived indicators were created, three of the four BLS-provided items of information for each year were dropped (the number of persons in the civilian labor force, the number employed, and the number unemployed), because exact figures might be used to identify local areas. The source of the BLS annual average statistics is the Census Bureau's Current Population Survey of households. For further information, refer to BLS report 603, "Major Programs of the Bureau of Labor Statistics."

The Bureau of Economic Analysis (BEA) publishes an annual series of local population and income statistics for five types of local areas: states, totals of SMSA areas within states, totals of non-SMSA areas within states, SMSAs, and counties. For each area type, the BEA provides five items of information: the number of persons in the population of the area, the total personal income, the annual growth in total personal income, the per capita personal income, and the per capita personal income as a percent of the national average. For this project, data from the years 1980 and 1981 were available. For both 1980 and 1981 two variables, the number of persons in the population of the area and the number employed, were used to create two derived indicators of the local economy: the employment to population ratio, and the population quartile (consisting of a recoding of the continuous population figure into a discrete scale with four categories). The quartiles were defined such that one-quarter of the HS&B schools fell in each interval.

After the derived indicators were created, two of the five BEA-provided items of information were dropped (the number of persons in the population of the area and the total personal income), because exact figures might be

used to identify local areas. The source of these BEA statistics is the decennial census, supplemented by estimating techniques incorporating reports from state unemployment security offices and other state data. For further information, refer to the BEA report entitled, "Local Area Personal Income."

The Bureau of Labor Statistics (BLS) also publishes an annual series of local area employment and earnings statistics for three types of areas: states, Standard Metropolitan Statistical Areas (SMSAs), and some of the larger counties. For this project, hourly wages of employees in manufacturing industries were available fo the years 1980, 1981, and 1982. The source of these annual average statistics is a survey of employers. For further information, refer to the May 1983 issue of the BLS periodical "Employment and Earnings."

For a summary listing of all the local labor market indicators included in the public data file designed for use with the HS&B files, the data user may refer to Appendix B.

2.2 Geographical Concepts and Measures

Place names are not an efficient way of identifying large numbers of local areas for data processing purposes. The standard procedure for identifying local areas is to assign each one its Federal Information Processing Standard (FIPS) identification number, which consists of two digits for states, three digits for counties (unique within states), four digits for SMSAs, and five digits for places (cities). These standard numbers permit the linkage of data from different sources on the same local areas. The HS&B school identifiers (available only to the data collection contractor, the National Opinion Research Center) do not include the five-digit place codes, and in a number of cases, the HS&B county codes were missing.

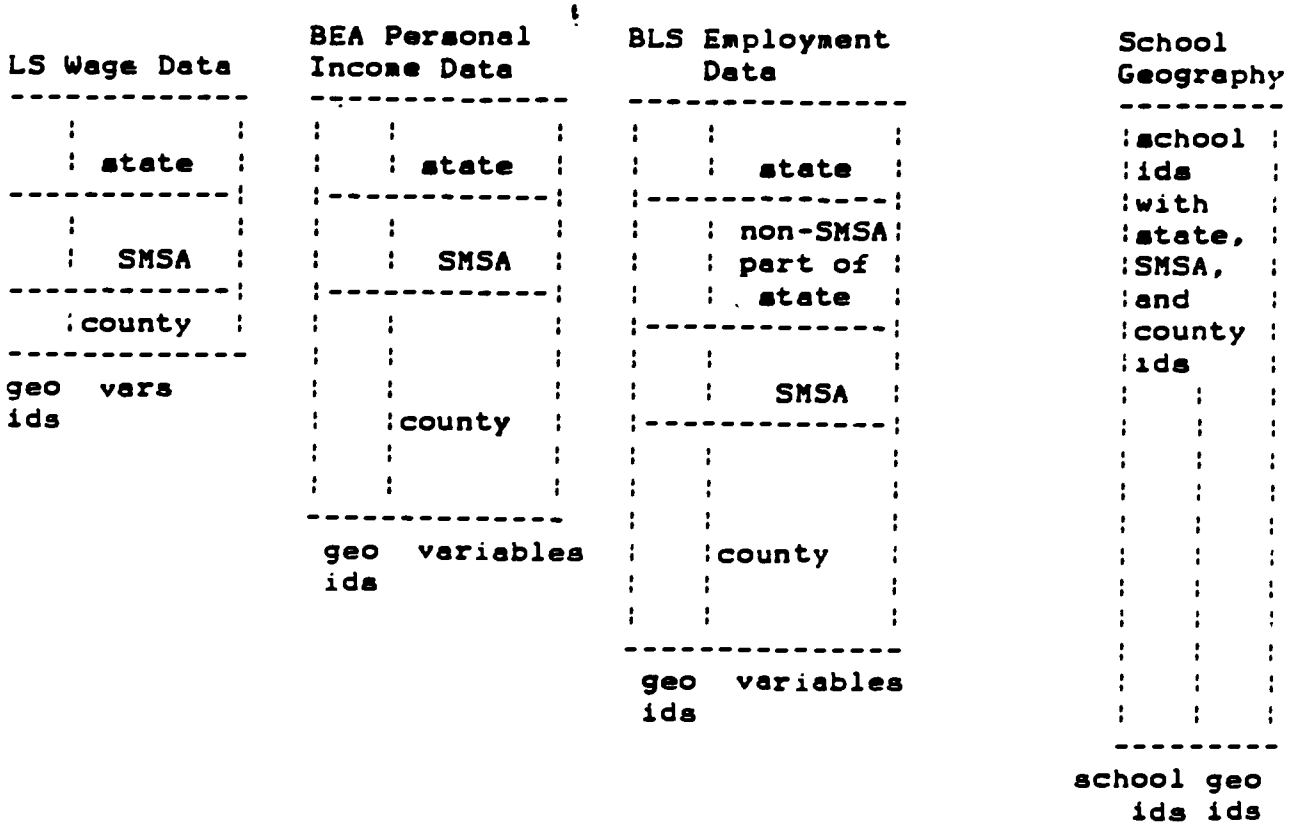
In order to fill in missing information, replace non-standard county

ureau tape that relates ZIP codes to FIPS state, FIPS county, and FIPS SMSA odes (but not FIPS place codes) was used. This tape provided, in most ases, the necessary county, SMSA, and state codes on the basis of the ZIP odes. However, the identifiers of the HS&B schools were inadequate in a umber of cases. In order to verify the appropriate county codes, a number f checks with local NORC interviewing staff were made. About fifty eographical codes required some type of correction, for these or other more diosyncratic errors.

The BLS manufacturing wage data did not use standard FIPS SMSA codes, ut a variation on them, in which some non-standard codes referred to large ounties or groups of counties within an SMSA. For the present project, bout 30 of these sub-SMSA areas were considered counties and assigned tandard FIPS county codes (so that they could be merged with the standard odes on the HS&B school file), and the SMSA data were used only if the aller areas were unavailable. Details on the BLS area definitions are ublished in the May 1983 issue of "Employment and Earnings."

. DATA FILE CONSTRUCTION PROCEDURE

Once the data files described above were acquired, they were sorted n order by geographical codes. Each data file contained the geographical dentification codes and the variables described above for each geographical rea. The school geography file contained the school identification codes nd the geographical identification codes necessary to link the schools to he wage, personal income, and employment data. The structure of the data iles is shown in the diagram below:



Linking the wage, personal income, and employment data to the school odes took place in three steps, one for each level of geographical detail. he first step in the linkage procedure was to extract the county-level data rom the wage, personal income, and employment data and match them wit.. the ounty ID codes in the school geography file. In the case of the personal

income and employment data, no counties had any missing data. The wage data, however, had much missing data at the county level, since the BLS provides such information only for the largest metropolitan counties. A new variable, MFLAGW, was created to indicate that the source of the wage data was the county level.

In the data file, the name of each variable that was linked with county geography is preceeded by the letter C. For example, the variable name, CUNEMR80, indicates a County UNEMployment Rate for 1980.

The next step in the linkage procedure was to extract the SMSA-level data from the wage, personal income, and employment data and match them with the SMSA ID codes in the school geography file. Since not every HS&B school was located in a standard metropolitan statistical area, there were substantial numbers of missing data for each variable. In these cases, a value for the HS&B high school was substituted from the state level. In the case of the BLS employment data, the values substituted were the totals for the non-SMSA part of the state; for the BLS wage data and for the BEA personal income data, the non-SMSA state totals were unavailable, so state totals were used. New flag variables, MFLAGBLS and MFLAGBEA, were created to indicate that the source of the data was the SMSA, the non-SMSA state total, or the state total for any given school. The flag for the wage data, MFLAGW, was expanded to indicate whether the source was county, SMSA, or state level data.

The employment to population measure was derived from both the BLS employment data and the BEA population data. When state totals were substituted for missing SMSA population counts for non-SMSA areas, the state population total rather than the non-SMSA state population total was used.

A special substitution flag, MFLAGPPR, was created to mark these cases.

In the data file, the name of each variable that was linked with SMSA geography is preceeded by the letter M. For example, the variable name, MUNEMR80, indicates a standard Metropolitan statistical area UNEMployment Rate for 1980.

The final step in the linkage procedure was to extract the state-level data from the wage, personal income, and employment data and match them with the state ID codes in the school geography file. There were no cases of missing data for any variable at this level, so no missing data flags were needed.

In the data file, the name of each variable that was linked with state geography is preceeded by the letter S. For example, the variable name, SUNEMR80, indicates a State UNEMployment Rate for 1980.

When the linkage procedure was completed, the geographical identification codes were removed, resulting in a data file with the structure illustrated in the following diagram:

1015 HS&B Schools

HS&B school ID codes	BLS Employment Data for counties, SMSAs, and states	BEA Personal Income Data for counties, SMSAs, and states	BLS Wage Data for SMSAs and states	Substi-tution Flags

The data file user can get access to any of the variables on this data file by merging this file with other data files that contain the HS&B school ID codes (called the "random" school ID in the school questionnaire data file user's manual and called the "original" school ID in the sophomore and senior cohort data file user's manuals).

. ORGANIZATION AND CONTENT OF THE DATA FILES

The local labor market indicators for HS&B schools data file consists f five related data files. These files are:

(1) School data file in standard EBCDIC characters, includi..g the school identification number, the labor market indicators for counties, standard metropolitan statistical areas, and states, and for 1980, 1981, and 1982, and the data availability flags

(2) School data file in SAS system file form, including the school identification number, the labor market indicators for counties, standard metropolitan statistical areas, and states, and for 1980, 1981, and 1982, and the data availability flags

(3) A machine-readable version of the codebook, section 5 of this user's manual, with carriage control characters in the first column of each record

(4) SAS control cards for creating a SAS system file

(5) SPSS control cards for creating an SPSS system file

echnical specifications on the tape density, record length, etc., are ovided with the tape.

The local labor market indicators for HS&B schools data file consists of 015 records. Each record is organized as shown in the Record Layout that ppears as Appendix B. The variables on the record are grouped into logical ts, discussed below. For the sake of brevity each item of data will be eferred to by its SAS (SPSS) variable name as defined in the SAS (SPSS) ntrol cards.

.1 Identification Codes

The first variable on the file, SCHOOLID. is a unique but randomized chool identification code composed of the first four digits of the student) number. SCHOOLID allows a user to link the economic indicators on this .le with the schools and with the students at the schools in which ey were sampled during the base year.

4.2 Guide to the Codebook

The codebook provides a comprehensive description of the school data file. For each variable on the tape the codebook provides the following information, referenced in Figures 4.1 and 4.2 by the number in parentheses following each item:

- --the level of geographical detail for which the labor market indicator is reported (1)
- --the tape position of the variable (2)
- --the variable format (3)
- --the SAS (or SPSS) variable name (4)
- --the SAS (or SPSS) variable label (5)
- --for categorical variables, the response categories and category values (6)
- --for continuous variables, the percentile distribution values for the maximum, the third quartile, the median, the first quartile, and the minimum (6)
- --for categorical variables, data codes for all response categories (7)
- --for continuous variables, values of five points on the percentile distribution (7)
- --unweighted frequency counts for categorical variables(8)
- --unweighted, unadjusted percentage frequencies for categorical variables(9)
- --missing value codes (10)

Figure 4.1: Categorical Variables

(1) SMSA LEVEL

(2) Tape Pos. 114
(3) Format: I1

(4) MFLAGW = (5) SMSA:SUBSTITUTION FLAG (WAGE DATA)

(6) RESPONSE	(7) VALUE	(8) FREQ	(9) PERCENT
*COUNTY DATA	1	30	3.0%
*SMSA DATA	2	565	55.7%
*STATE DATA	4	420	41.4%
TOTALS:		1015	100.0%

Figure 4.2: Continuous Variables

(1) SMSA LEVEL

(2) Tape Pos. 110-113
(3) Format: F4.2

(4) MWAGE82 = (5) SMSA:AV HOURLY WAGE (MANUFG) IN 1982

(6) PERCENTILE DISTRIBUTION	(7) VALUE	(8) FREQ	(9) PERCENT
100% MAX	12.14		
75% Q3	8.78		
50% MED	7.63		
25% Q1	6.90		
0% MIN	4.97		
(10) MISSING DATA	99.99	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Level of geographical detail (Item 1 in Figures 4.1 and 4.2): Three evels of geographical detail are available for each measure: county, SMSA with state data substituted in non-SMSA areas), and state. The first ariable, school ID, is defined for all levels.

Tape position (Item 2 in Figures 4.1 and 4.2): This item gives the tarting and ending tape position for each variable on the data tape.

Variable format (Item 3 in Figures 4.1 and 4.2): This item indicates he type of variable, its width, and the number of decimal points, if any.

SAS (SPSS) variable name (Item 4 in Figures 4.1 and 4.2): Each ariable on the data tape is identified by a unique SAS (SPSS) variable ame. Data indicators (such as flags and status codes) and composite ariables are given mnemonics that help identify them, for example, SCHOOLID or "school identification code" and MFLAG for "substitution flag for wage ata." The user should be careful always to refer the variable by its AS (SPSS) variable name in any computing procedures.

SAS (SPSS) variable label (Item 5 in Figures 4.1 and 4.2): A short ariable label appears after the variable name. This label is the same as hat which appears on the SAS (SPSS) data definition cards included on the ape.

The response categories (Item 6 in Figure 4.1): For categorical ariables--either the substitution flags or the population quartiles--this rovides the descriptive labels for the categories.

The percentile distributions (Item 6 in Figure 4.2): For continuous ariables, this item provides the percentile distribution values for the aximum, the third quartile, the median, the first quartile, and the inimum.

Response codes (Item 7 in Figures 4.1 and 4.2): This item provides the

ctual numerical codes that appear on the data tape in the tape position pecified, except for continuous variables where the actual values that ppear on the tape, but are shown in summary distribution form in this odebook. Item 7 in Figure 4.2 presents the numerical values of five oints on the percentile distribution. These values may have been nterpolated, and therefore may not exist for any case in the data file.

Frequency counts (Item 8 in Figures 4.1 and 4.2): This item shows the nweighted frequency counts for categorical variables. It should be noted h,t the frequency counts sum to 1,015, the number of schools in the school robability sample. Since the frequency counts between the oints of the uartile distribution were always approximately the same, they were not abulated for continuous variables in this codebook.

Unweighted percentage fr_quencies (Item 9 in Figure 4.1): This column isplays the frequency counts of Item 8 as percentages. All records that are processed are included. Since the percentages between the points of he quartile distribution were always approximately 25 percent, they were ot tabulated for continuous variables in this codebook.

Missing values codes (Item 10 in Figures 4.1 and 4.2): For variables ith embedded decimals, the missing values codes have embedded decimals e.g., 9.9, 99.9, 99.99). While such codes were planned, no missing alues appear on the file In cases where substitutions were ade, the subatitution flags mark the cases that can be considered issing.

CODEBOOK

School ID — Tape Pos. 1-4
--- Format: I4

SCHOOLID = RANDOM SCHOOL IDENTIFICATION NUMBER

County Level — Tape Pos. 5-7
--- Format: F3.1

CUNEMR80 = CNTY:UNEMPLOYMENT RATE IN 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	24.9		
75% Q3	8.7		
50% MED	7.2		
25% Q1	5.8		
0% MIN	1.4		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

County Level — Tape Pos. 8-10
--- Format: F3.1

CUNEMR81 = CNTY:UNEMPLOYMENT RATE IN 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	28.9		
75% Q3	9.5		
50% MED	7.8		
25% Q1	6.1		
0% MIN	1.5		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

County Level

Tape Pos. 11-13
Format: F3.1

CUNEMR82 = CNTY:UNEMPLOYMENT RATE IN 1982

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	38.2		
75% Q3	11.7		
50% MED	9.7		
25% Q1	7.6		
0% MIN	2.5		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

County Level

Tape Pos. 14-17
Format: F4.1

CEMPG01 = CNTY:PRCENT EMPLOY GROWTH, 80-81

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	18.9		
75% Q3	2.8		
50% MED	.7		
25% Q1	-0.1		
0% MIN	-52.4		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

County Level

Tape Pos. 18-21
Format: F4.1

CEMPG02 = CNTY:PRCENT EMPLOYMENT GROWTH, 80-82

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	28.7		
75% Q3	3.2		
50% MED	-0.2		
25% Q1	-3.2		
0% MIN	-58.7		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

County Level

Tape Pos. 22
Format: I1

CPOPQ80 = CNTY:1980 POPULATION QUARTILE

RESPONSE	VALUE	FREQ	PERCENT
*LOW	1	253	24.9%
*25-49	2	254	25.0%
*50-75	3	250	24.6%
*HIGH	4	258	25.4%
MISSING DATA	9	0	0.0%
TOTALS:		1015	100.0%

County Level

Tape Pos. 23
Format: I1

CPOPQ81 = CNTY:1981 POPULATION QUARTILE

RESPONSE	VALUE	FREQ	PERCENT
*LOW	1	252	24.8%
*25-49	2	255	25.1%
*50-75	3	250	24.6%
*HIGH	4	258	25.4%
MISSING DATA	9	0	0.0%
TOTALS:		1015	100.0%

County Level

Tape Pos. 24-26
Format: F3.1

CEMPPR80 = CNTY:PRCENT EMPLOYED OF 80 POPULATION

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	85.9		
75% Q3	47.2		
50% MED	43.4		
25% Q1	39.4		
0% MIN	22.1		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

County Level

Tape Pos. 27-29
Format: F3.1

CEMPPR81 = CNTY:PRCENT EMPLOYED OF 81 POPULATION

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	86.6		
75% Q3	46.5		
50% MED	43.6		
25% Q1	39.5		
0% MIN	18.5		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

County Level

Tape Pos. 30-32
Format: F3.0

CTPIAG80 = CNTY:TPI, ANNUAL GROWTH, 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	24		
75% Q3	13		
50% MED	11		
25% Q1	8		
0% MIN	-16		
MISSING DATA	999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

County Level

Tape Pos. 33-35
Format: F3.0

CTPIAG81 = CNTY:TPI, ANNUAL GROWTH, 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	45		
75% Q3	13		
50% MED	11		
25% Q1	10		
0% MIN	-10		
MISSING DATA	999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

County Level

Tape Pos. 36-40
Format: F5.0

CPCPI80 = CNTY:PER CAPITA PERSONAL INCOME, 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	15604		
75% Q3	10944		
50% MED	9550		
25% Q1	8196		
0% MIN	3605		
	99999	0	0.0%
MISSING DATA		0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

County Level

Tape Pos. 41-45
Format: F5.0

CPCPI81 = CNTY:PER CAPITA PERSONAL INCOME, 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	17428		
75% Q3	12109		
50% MED	10376		
25% Q1	8986		
0% MIN	3741		
	99999	0	0.0%
MISSING DATA		0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

County Level

Tape Pos. 46-48
Format: F3.0

CPCPIAV0 = CNTY:PCPI, PERCNT OF NATL AVERAGE, 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	165		
75% Q3	115		
50% MED	101		
25% Q1	86		
0% MIN	38		
MISSING DATA	999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

County Level

Tape Pos. 49-51
Format: F3.0

CPCPIAV1 = CNTY:PCPI, PERCNT OF NATL AVERAGE, 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	166		
75% Q3	115		
50% MED	99		
25% Q1	86		
0% MIN	36		
MISSING DATA	999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 52-54
Format: F3.1

MUNEMR80 = SMSA:UNEMPLOYMENT RATE IN 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	17.5		
75% Q3	8		
50% MED	6.9		
25% Q1	5.9		
0% MIN	3.7		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 55-57
Format: F3.1

MUNEMR81 = SMSA:UNEMPLOYMENT RATE IN 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	15.1		
75% Q3	8.4		
50% MED	7.5		
25% Q1	6.2		
0% MIN	3.1		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa level

Tape Pos. 58-60
Format: F3.1

MUNEMR82 = SMSA:UNEMPLOYMENT RATE IN 1982

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	20.8		
75% Q3	10.8		
50% MED	9.3		
25% Q1	7.8		
0% MIN	4.5		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa level

Tape Pos. 61-64
Format: F4.1

MEMPG01 = SMSA:PRCENT EMPLOY GROWTH, 80-81

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	14.5		
75% Q3	2.5		
50% MED	.6		
25% Q1	-0.0		
0% MIN	-5.6		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 65-68
Format: F4.1

MEMPG02 = SMSA:PRCENT EMPLOYMENT GROWTH, 80-82

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	22.8		
75% Q3	3.1		
50% MED	-0.2		
25% Q1	-2.5		
0% MIN	-10.7		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 69
Format: I1

MFLAGBLS = SMSA:SUBSTITUTION FLAG (BLS DATA)

RESPONSE	VALUE	FREQ	PERCENT
*SMSA DATA	2	653	64.3%
*STATE, NON-SMSA DATA	3	362	35.7%
TOTALS:		1015	100.0%

Smsa Level

Tape Pos. 70
Format: I1

MPOPQ80 = SMSA:1980 POPULATION QUARTILE

RESPONSE	VALUE	FREQ	PERCENT
*LOW	1	170	16.7%
*25-49	2	168	16.6%
*50-75	3	167	16.5%
*HIGH	4	175	17.2%
*NON-SMSA	5	335	33.0%
TOTALS:		1015	100.0%

Smsa Level

Tape Pos. 71
Format: I1

MPOPQ81 = SMSA:198' POPULATION QUARTILE

RESPONSE	VALUE	FREQ	PERCENT
*LOW	1	170	16.7%
*25-49	2	168	16.6%
*50-75	3	167	16.5%
*HIGH	4	175	17.2%
*NON-SMSA	5	335	33.0%
TOTALS:		1015	100.0%

Smsa Level

Tape Pos. 72
Format: I1

MFLAGBEA = SMSA:SUBSTITUTION FLAG (BEA DATA)

RESPONSE	VALUE	FREQ	PERCENT
*SMSA DATA	2	680	67.0%
*STATE TOTAL DATA	4	335	33.0%
TOTALS:		1015	100.0%

Smsa Level

Tape Pos. 73-75
Format: F3.1

MEMPPR80 = SMSA:PRCENT EMPLOYED OF 80 POPULATION

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	59.7		
75% Q3	47.2		
50% MED	44.4		
25% Q1	41.4		
0% MIN	26.4		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 76-78
Format: F3.1

MEMPPR81 = SMSA:PRCENT EMPLOYED OF 81 POPULATION

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	64.6		
75% Q3	46.5		
50% MED	44.5		
25% Q1	41.1		
0% MIN	26.4		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 79
Format: I1

MFLAGPPR = SMSA:SUBSTITUTION FLAG (EMP-POP RATIO)

RESPONSE	VALUE	FREQ	PERCENT
*SMSA DATA	2	653	64.3%
*STATE TOTAL DATA	4	362	35.7%
TOTALS:		1015	100.0%

Smsa Level

Tape Pos. 80-82
Format: F3.0

MTPIAG80 = SMSA:TPI, ANNUAL GROWTH, 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	24		
75% Q3	13		
50% MED	11		
25% Q1	8		
0% MIN	0		
MISSING DATA	999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 83-85
Format: F3.0

MTPIAG81 = SMSA:TPI, ANNUAL GROWTH, 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	31		
75% Q3	13		
50% MED	12		
25% Q1	10		
0% MIN	1		
MISSING DATA	999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 86-90
Format: F5.0

MPCPI80 = SMSA:PER CAPITA PERSONAL INCOME, 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	13921		
75% Q3	10977		
50% MED	9571		
25% Q1	8188		
0% MIN	4873		
MISSING DATA	99999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 91-95
Format: F5.0

MPCPI81 = SMSA:PER CAPITA PERSONAL INCOME, 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	16467		
75% Q3	11941		
50% MED	10485		
25% Q1	9062		
0% MIN	5606		
MISSING DATA	99999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 96-98
Format: F3.0

MPCPIAV0 = SMSA:PCPI, PERCNT OF NATL AVERAGE, 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	147		
75% Q3	116		
50% MED	101		
25% Q1	86		
0% MIN	51		
MISSING DATA	999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 99-101
Format: F3.0

MPCPIAV1 = SMSA:PCPI, PERCNT OF NATL AVERAGE, 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	157		
75% Q3	114		
50% MED	100		
25% Q1	86		
0% MIN	53		
MISSING DATA	999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 102-105
Format: F4.2

MWAGE80 = SMSA:AV HOURLY WAGE (MANUFG) IN 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	13.10		
75% Q3	9.10		
50% MED	8.23		
25% Q1	7.27		
0% MIN	5.15		
MISSING DATA	99.99	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 106-109
Format: F4.2

MWAGE81 = SMSA:AV HOURLY WAGE (MANUFG) IN 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	13.19		
75% Q3	8.82		
50% MED	8.01		
25% Q1	6.68		
0% MIN	4.75		
MISSING DATA	99.99	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 110-113
Format: F4.2

MWAGE82 = SMSA:AV HOURLY WAGE (MANUFG) IN 1982

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	12.14		
75% Q3	8.78		
50% MED	7.63		
25% Q1	6.90		
0% MIN	4.97		
MISSING DATA	99.99	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Smsa Level

Tape Pos. 114
Format: I1

MFLAGW = SMSA:SUBSTITUTION FLAG (WAGE DATA)

RESPONSE	VALUE	FREQ	PERCENT
*COUNTY DATA	1	30	3.0%
*SMSA DATA	2	565	55.7%
*STATE TOTAL DATA	4	420	41.4%
TOTALS:		1015	100.0%

State Level

Tape Pos. 115-117
Format: F3.1

SUNEMR80 = STATE:UNEMPLOYMENT RATE IN 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	12.4		
75% Q3	7.8		
50% MED	7.2		
25% Q1	5.9		
0% MIN	4.0		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State Level

Tape Pos. 118-120
Format: F3.1

SUNEMR81 = STATE:UNEMPLOYMENT RATE IN 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	12.3		
75% Q3	8.5		
50% MED	7.4		
25% Q1	6.4		
0% MIN	3.6		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State Level

Tape Pos. 121-123
Format: F3.1

SUNEMR82 = STATE:UNEMPLOYMENT RATE IN 1982

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	15.5		
75% Q3	11.0		
50% MED	9.9		
25% Q1	8.2		
0% MIN	5.5		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State Level

Tape Pos. 124-127
Format: F4.1

SEMPG01 = STATE:PRCENT EMPLOYMENT GROWTH, 80-81

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	7.0		
75% Q3	2.1		
50% MED	.6		
25% Q1	0.1		
0% MIN	-6.9		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State Level

Tape Pos. 128-131
Format: F4.1

SEMPG02 = STATE:PRCENT EMPLOYMENT GROWTH, 80-82

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	10.7		
75% Q3	1.7		
50% MED	-0.5		
25% Q1	-2.5		
0% MIN	-7.5		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State Level

Tape Pos. 132
Format: I1

SPOPQ80 = STATE:1980 POPULATION QUARTILE

RESPONSE	VALUE	FREQ	PERCENT
*LOW	1	247	24.3%
*25-49	2	234	23.1%
*50-75	3	265	26.1%
*HIGH	4	269	26.5%
MISSING DATA	9	0	0.0%
TOTALS:		1015	100.0%

State Level

Tape Pos. 133
Format: I1

SPOPQ81 = STATE:1981 POPULATION QUARTILE

RESPONSE	VALUE	FREQ	PERCENT
*LOW	1	247	24.3%
*25-49	2	234	23.1%
*50-75	3	265	26.1%
*HIGH	4	269	26.5%
MISSING DATA	9	0	0.0%
TOTALS:		1015	100.0%

State Level

Tape Pos. 134-136
Format: F3.1

SEMPPR80 = STATE:PRCENT EMPLOYED OF 80 POPULATION

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	49.9		
75% Q3	45.4		
50% MED	44.4		
25% Q1	42.0		
0% MIN	36.6		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State Level

Tape Pos. 137-139
Format: F3.1

SEMPPR81 = STATE:PRCENT EMPLOYED OF 81 POPULATION

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	51.0		
75% Q3	45.4		
50% MED	44.5		
25% Q1	42.1		
0% MIN	35.9		
MISSING DATA	99.9	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State Level

Tape Pos. 140-142
Format: F3.0

STPIAG80 = STATE:TPI, ANNUAL GROWTH, 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	16		
75% Q3	13		
50% MED	11		
25% Q1	8		
0% MIN	3		
	999	0	0.0%
MISSING DATA		1015	100.0%
TOTALS:			

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

Stat Level

Tape Pos. 143-145
Format: F3.0

STPIAG81 = STATE:TPI, ANNUAL GROWTH, 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	24		
75% Q3	12		
50% MED	12		
25% Q1	11		
0% MIN	8		
	999	0	0.0%
MISSING DATA		1015	100.0%
TOTALS:			

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State Level

Tape Pos. 146-150
Format: F5.0

SPCPI80 = STATE:PER CAPITA PERSONAL INCOME, 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	12618		
75% Q3	10451		
50% MED	9516		
25% Q1	9142		
0% MIN	6663		
MISSING DATA	99999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State Level

Tape Pos. 151-155
Format: F5.0

SPCPI81 = STATE:PER CAPITA PERSONAL INCOME, 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	13749		
75% Q3	11572		
50% MED	10731		
25% Q1	10042		
0% MIN	7409		
MISSING DATA	99999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State level

Tape Pos. 156-158
Format: F3.0

SPCPIAV0 = STATE:PCPI, PERCNT OF NATL AVERAGE, 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	133		
75% Q3	110		
50% MED	100		
25% Q1	96		
0% MIN	70		
MISSING DATA	999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State level

Tape Pos. 159-161
Format: F3.0

SPCPIAV1 = STATE:PCPI, PERCNT OF NATL AVERAGE, 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	131		
75% Q3	110		
50% MED	102		
25% Q1	96		
0% MIN	71		
MISSING DATA	999	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State Level

Tape Pos. 162-165
Format: F4.2

SWAGE80 = STATE:AV HOURLY WAGE (MANUFG) IN 1980

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	11.23		
75% Q3	8.80		
50% MED	8.39		
25% Q1	7.67		
0% MIN	5.71		
MISSING DATA	99.99	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State Level

Tape Pos. 166-169
Format: F4.2

SWAGE81 = STATE:AV HOURLY WAGE (MANUFG) IN 1981

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	11.42		
75% Q3	8.77		
50% MED	7.86		
25% Q1	7.02		
0% MIN	4.75		
MISSING DATA	99.99	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

State Level

Tape Pos. 170-173
Format: F4.2

SWAGE82 = STATE:AV HOURLY WAGE (MANUFG) IN 1982

PERCENTILE DISTRIBUTION	VALUE	FREQ	PERCENT
100% MAX	11.74		
75% Q3	9.24		
50% MED	8.01		
25% Q1	6.70		
0% MIN	5.08		
MISSING DATA	99.99	0	0.0%
TOTALS:		1015	100.0%

NOTE: This item is stored as a continuous variable in the data file. This user's manual displays the quartile distribution of the continuous values of this variable.

APPENDIX A: OTHER HIGH SCHOOL AND BEYOND DATA FILES

Other High School and Beyond Data Files

Base-Year Student Data File. This data file contains the base year questionnaire data for both the 1980 senior and 1980 sophomore cohorts. This file includes one record for each of the 58,270 base year participants (28,240 seniors and 30,030 sophomores).

Merged Base Year and First Follow-Up Sophomore Data File. This data file contains the base year and first follow-up questionnaire and test data for the 29,737 students in the 1980 sophomore cohort who were retained in the first follow-up sample. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are classified as drop-outs, transfers, early graduates, or continuing students in the same high school. This data set may be merged with either the school questionnaire file, the school local labor market indicators data file, the student transcript data file, or other HS&B data files.

Merged Base-Year and First Follow-Up Senior Data File. This data file contains the base year and first follow-up questionnaire data and base year test data for the 11,995 students in the 1980 senior cohort who were retained in the first follow-up. This file includes information on the school, family, high school and postsecondary educational and work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. This data set may be merged with either the school questionnaire file, the school local labor market indicators data file, or other HS&B data files.

Parents Data File. This data file contains questionnaire data from the parents of 3,400 sophomores and 3,200 seniors collected in the base year parents' survey. Data on this file include parents' aspirations for their

children, information about t'.e parents ability to finance their children's postsecondary education, their plans for doing so, and a set of edited measures of parental income and wealth. The student data files contain a data availability flag that identifies students whose parents are included in the parents data file.

Twin/Sibling Data File. This file contains all the base year and first follow-up student questionnaire and test data for sets of twins, triplets, and siblings in the senior and sophomore cohorts (2,718 records), plus a family ID and classification of type of family relationship. To be included in this file, at least two members of a set must have participated in either the base year or first follow-up (e.g., one member participated in the base year only, and another participated in the first follow-up only).

Friends Data File. This file contains the ID numbers of up to three students in the HS&B base year sample who were named as friends of other HS&B-sampled students. The ID numbers can be used to establish linkages among the HS&B student data files to investigate the sociometry of friendship structures.

Language Data File. This data file contains 42 variables describing the non-English language background and usage information obtained from the base year student identification pages booklet for those 11,303 sophomores and seniors who indicated second language exposure and usage. The student files contain a data availability flag (LANGDATA) for those survey members on the language file.

Updated School Data File. In both 1980 and 1982 school administrators in high school that were sampled by the HS&B study were asked for information regarding their school. The questionnaires focused on a number of

school characteristics, including: enrollment, participation in Federal programs, pupil expenditures, type of ownership and control, timing of the school day and school year, student composition, faculty composition, disciplinary problems, and grading system. The updated school file contains 230 variables from the base year school questionnaire and 175 variables from the follow-up school questionnaire for 1015 high schools. This data set may be merged with any of the student data files, the school local labor market indicators data file, the teacher comment files, or the offerings and enrollments data file by using the school ID number on each file.

Teacher Comment Forms. Comments regarding their students were sought from faculty members who had taught any HS&B sampled students during the 1979-80 academic year. The responses were placed in separate data files for sophomores and seniors. The sophomore teacher file contains responses from 14,103 faculty members in 616 schools on 18,291 sophomores. The senior teacher file contains responses from 13,683 faculty members in 611 schools on 17,056 seniors. The typical student in each file was rated by an average of four different teachers.

Course Offerings and Enrollments--Data File. This file contains a list for each high school of the secondary level courses offered and enrollment figures for these courses for the 1981-82 school year. The file is designed to be used with the school questionnaire file. In the data file constructed from catalog enrollment records and annotated course listings, each of 957 schools is represented by a block of course records that provides the following information for each course offered: a 6-digit course ID number, the duration and timing of the course (i.e., year-long, first semester, third quarter, etc.), the credits earned for completion, and the number of students enrolled in the course during the 1981-82 academic year.

Transcript Data File. This file contains the high school transcripts for a subsample of 15,941 of the 1980 sophomores, chosen to maximize selections from policy-relevant subgroups. The student files have a flag (TRFLAG) for those students selected for the transcript survey. This data set may be merged with any other HS&B file, such as the school questionnaire file, the school local labor market indicators data file, or the student transcript data file.

APPENDIX B: RECORD LAYOUT OF THE LOCAL LABOR MARKET INDICATOR FILE

HIGH SCHOOL AND BEYOND LOCAL LABOR MARKET INDICATORS

RECORD LAYOUT FOR DATA FILE

VARIABLE NAME	LOCATION START-END	DATA FORMAT	VARIABLE LABEL
SCHOOLID	1-4	I4	HSB SCHOOOL ID NUMBER
CUNEMR80	5-7	F3.1	CNTY:UNEMPLOYMENT RATE IN 1980
CUNEMR81	8-10	F3.1	CNTY:UNEMPLOYMENT RATE IN 1981
CUNEMR82	11-13	F3.1	CNTY:UNEMPLOYMENT RATE IN 1982
CEMPGO1	14-17	F4.1	CNTY:PROP EMPLOY GROWTH, 80-81
CEMPGO2	18-21	F4.1	CNTY:PROP EMPLOYMENT GROWTH, 80-82
CPOPQ80	22	I1	CNTY:1980 POPULATION QUARTILE
CPOPQ81	23	I1	CNTY:1981 POPULATION QUARTILE
CEMPPR80	24-26	F3.1	CNTY:PRCENT EMPLOYED OF 80 POPULATION
CEMPPR81	27-29	F3.1	CNTY:PRCENT EMPLOYED OF 81 POPULATION
CTPIAG80	30-32	F3.0	CNTY:TPI, ANNUAL GROWTH, 1980
CTPIAG81	33-35	F3.0	CNTY:TPI, ANNUAL GROWTH, 1981
CPCPI80	36-40	F5.0	CNTY:PER CAPITA PERSONAL INCOME, 1980
CPCPI81	41-45	F5.0	CNTY:PER CAPITA PERSONAL INCOME, 1981
CPCPIAV0	46-48	F3.0	CNTY:PCPI, PERCNT OF NATL AVERAGE, 1980
CPCPIAV1	49-51	F3.0	CNTY:PCPI, PERCNT OF NATL AVERAGE, 1981
MUNEMR80	52-54	F3.1	SMSA:UNEMPLOYMENT RATE IN 1980
MUNEMR81	55-57	F3.1	SMSA:UNEMPLOYMENT RATE IN 1981
MUNEMR82	58-60	F3.1	SMSA:UNEMPLOYMENT RATE IN 1982
MEMPGO1	61-64	F4.1	SMSA:PROP EMPLOY GROWTH, 80-81
MEMPGO2	65-68	F4.1	SMSA:PROP EMPLOYMENT GROWTH, 80-82
MFLAGBLS	69	I1	SMSA:SUBSTITUTION FLAG (BLS DATA)
MPOPQ80	70	I1	SMSA:1980 POPULATION QUARTILE

RECORD LAYOUT FOR DATA FILE

VARIABLE NAME	LOCATION START-END	DATA FORMAT	VARIABLE LABEL
POPQ81	71	I1	SMSA:1981 POPULATION QUARTILE
FLAGBEA	72	I1	SMSA:SUBSTITUTION FLAG (BEA DATA)
EMPPR80	73-75	F3.1	SMSA:PRCENT EMPLOYED OF 80 POPULATION
EMPPR81	76-78	F3.1	SMSA:PRCENT EMPLOYED OF 81 POPULATION
FLAGPPR	79	I1	SMSA:SUBSTITUTION FLAG (EMP-POP RATIO)
TPIAG80	80-82	F3.0	SMSA:TPI, ANNUAL GROWTH, 1980
TPIAG81	83-85	F3.0	SMSA:TPI, ANNUAL GROWTH, 1981
PCPI80	86-90	F5.0	SMSA:PER CAPITA PERSONAL INCOME, 1980
PCPI81	91-95	F5.0	SMSA:PER CAPITA PERSONAL INCOME, 1981
PCPIAV0	96-98	F3.0	SMSA:PCPI, PERCNT OF NATL AVERAGE, 1980
PCPIAV1	99-101	F3.0	SMSA:PCPI, PERCNT OF NATL AVERAGE, 1981
WAGE80	102-105	F4.2	SMSA:AV HOURLY WAGE (MANUFG) IN 198
WAGE81	106-109	F4.2	SMSA:AV HOURLY WAGE (MANUFG) IN 1981
WAGE82	110-113	F4.2	SMSA:AV HOURLY WAGE (MANUFG) IN 1982
FLAGW	114	I1	SMSA:SUBSTITUTION FLAG (WAGE DATA)
UNEMR80	115-117	F3.1	STATE:UNEMPLOYMENT RATE IN 1980
UNEMR81	118-120	F3.1	STATE:UNEMPLOYMENT RATE IN 1981
UNEMR82	121-123	F3.1	STATE:UNEMPLOYMENT RATE IN 1982
EMPG01	124-127	F4.1	STATE:PROP EMPLOY GROWTH, 80-81
EMPG02	128-131	F4.1	STATE:PROP EMPLOYMENT GROWTH, 80-82
POPQ80	132	I1	STATE:1980 POPULATION QUARTILE
POPQ81	133	I1	STATE:1981 POPULATION QUARTILE
EMPPR80	134-136	F3.1	STATE:PRCENT EMPLOYED OF 80 POPULATION
EMPPR81	137-139	F3.1	STATE:PRCENT EMPLOYED OF 81 POPULATION
TPIAG80	140-142	F3.0	STATE:TPI, ANNUAL GROWTH, 1980

RECORD LAYOUT FOR DATA FILE

ARIABLE AME	LOCATION START-END	DATA FORMAT	VARIABLE LABEL
TPIAG81	143-145	F3.0	STATE:TPI, ANNUAL GROWTH, 1981
PCPI80	146-150	F5.0	STATE:PER CAPITA PERSONAL INCOME, 1980
PCPI81	151-155	F5.0	STATE:PER CAPITA PERSONAL INCOME, 1981
PCPIAVO	156-158	F3.0	STATE:PCPI, PERCNT OF NATL AVERAGE, 1980
PCPIAV1	159-161	F3.0	STATE:PCPI, PERCNT F NATL AVERAGE, 1981
WAGE80	162-165	F4.2	STATE:AV HOURLY WAGE (MANUFG) IN 1980
WAGE81	166-169	F4.2	STATE:AV HOURLY WAGE (MANUFG) IN 1981
WAGE82	170-173	F4.2	STATE:AV HOURLY WAGE (MANUFG) IN 1982