

**NLTS2**  
**A4: Wave 1 School Characteristics Survey**

**WARNING**

**FEDERAL RESTRICTED-USE DATA**

**UNAUTHORIZED ACCESS TO LICENSED INDIVIDUALLY IDENTIFIABLE  
INFORMATION IS A VIOLATION OF FEDERAL LAW AND WILL RESULT IN  
PROSECUTION.**

**Linked Contents**

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**File Specifications**

**File:** N2W1SchChar

**Source:** Wave 1 School Characteristics Survey

**Variable Prefix:** nscl

**Linking Variables:** ID [student identifier]

**Missing Values:** Negative number in SPSS, alpha missing code in SAS

-999, .a	Not applicable [question not applicable to respondent]
-998, .d	Do not know [asked but did not know answer]
-994, .s	Skipped [not asked question because of questionnaire skip logic]
-982, .v	Not in version [not asked in respondent's version of questionnaire]
-992, .x	No NCES data [NCES data does not include the variable]
-980, .z	Not ascertained [no answer for reasons other than those stated above]

A4 – Wave 1 School Characteristics Survey

Survey Information/Variables				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
• ID	ID	Individual youth ID	<b>Numeric Variable Values</b> ID number	<b>Base</b> All respondents
• wt_nsc1	(created)	Wave 1 school characteristics survey weight	<b>Numeric Variable Values</b> Weight	<b>Base</b> All respondents
• wt_nsc1_repl_... [01-32]	(created)	Wave 1 school characteristics survey replicate weights	<b>Numeric Variable Values</b> Weight	<b>Base</b> All respondents
• w1_Dis12	(created)	Primary disability category for column headings	<b>Numeric Variable Values</b> 1 Learning Disability 2 Speech Impairment 3 Mental Retardation 4 Emotional Disturbance 5 Hearing Impairment 6 Visual Impairment 7 Orthopedic Impairment 8 Other Health Impairment 9 Autism 10 Traumatic Brain Injury 11 Multiple Disabilities 12 Deaf/Blindness	<b>Base</b> All respondents
• w1_Gend2	(created)	Gender for column headings	<b>Numeric Variable Values</b> 1 Male 2 Female	<b>Base</b> All respondents
• w1_Incm3	(created)	Household income for column headings	<b>Numeric Variable Values</b> 1 \$25,000 and Under 2 \$25,001 to \$50,000 3 Over \$50,000	<b>Base</b> All respondents
• w1_Eth6	(created)	Race/ethnicity category for column headings	<b>Numeric Variable Values</b> 1 White 2 African American 3 Hispanic 4 Asian/Pacific Islander 5 American Indian/Alaska Native 6 Multi/Other	<b>Base</b> All respondents
• w1_Urb3	(created)	Urbanicity of school youth attended in Wave 1 for column headings	<b>Numeric Variable Values</b> 1 Rural 2 Suburban 3 Urban	<b>Base</b> All respondents
• w1_Age	(created)	Age at time of Wave 1 school data collection [2002]	<b>Numeric Variable Values</b> Age	<b>Base</b> All respondents

**Note:** Bold text indicates modifications to questionnaire categories as a result of coding “other specify” items or newly created variables. Grey text indicates no data for this item. Variable names in instrument order; see Appendix B for alphabetic index of variable names.

A4 – Wave 1 School Characteristics Survey

Survey Information/Variables				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
• w1_Age4	(created)	Age at time of Wave 1 school data collection categorized for column headings	<b>Numeric Variable Values</b> 1 14 years of age 2 15 years of age 3 16 years of age 4 17-18 years of age	<b>Base</b> All respondents
• w1_Grade	(created)	Grade level at time of Wave 1 school data collection. [2002]	<b>Numeric Variable Values</b> Grade level	<b>Base</b> All respondents
• w1_Grade4	(created)	Grade level at time of Wave 1 school data collection categorized for column headings	<b>Numeric Variable Values</b> 1 7th-8th grades 2 9th grade 3 10th grade 4 11th-12th grade	<b>Base</b> All respondents

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A4 – Wave 1 School Characteristics Survey

**Section A: School Characteristics**

Section A: School Characteristics				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
• nsc1A1	A1 [n/a]	Description of this school	<p><b>Numeric Variable Values</b></p> <p>1 Regular school that serves a wide variety of students</p> <p>2 School that serves only students with disabilities</p> <p>3 Magnet school</p> <p>4 Vocational school</p> <p>5 Alternative school</p> <p>6 Charter school</p> <p>7 Juvenile justice facility</p> <p>8 Hospital school</p> <p>9 Other</p> <p><b>Notes</b></p> <p>Set sc1A1_r = 2 [school that serves only students with disabilities] if respondent completed special version of the questionnaire.</p> <p>If no school characteristics survey was returned but there was a teacher survey or school program survey returned for any students at the school, this variable was filled in from data available on the web (primarily from NCES).</p>	<p><b>Base</b></p> <p>Asked all regular survey respondents</p> <p>Special survey respondents not asked this question</p>
• nsc1A2_...[01-05]	A2 A1	This schools description	<p><b>Numeric Variable Values</b></p> <p>0 No</p> <p>1 Yes</p> <p><b>Notes</b></p> <p>If no school characteristics survey was returned but there was a teacher survey or school program survey returned for any students at the school, SC1A2_01 and SC1A2_02 and SC1A2_03 (if available) were filled in from data available on the web (primarily from NCES).</p>	<p><b>Base</b></p> <p>Asked all respondents</p>
nsc1A2_01	Public school			
nsc1A2_02	Private school			
nsc1A2_03	Residential/boarding school			
nsc1A2_04	Year-round school			
nsc1A2_05	School serving a single gender of students			
• nsc1A3_...[pk, k, 01-12, un, as]	A3 A2	Grade levels that are taught at this school	<p><b>Numeric Variable Values</b></p> <p>0 No</p> <p>1 Yes</p> <p><b>Notes</b></p>	<p><b>Base</b></p> <p>Asked all respondents</p>
nsc1A3_pk	Pre Kindergarten			
nsc1A3_k	Kindergarten			
nsc1A3_01	1st grade			

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**Section A: School Characteristics**

Section A: School Characteristics				
Variable Name	Sources:	Variable Description	Variable Type and Values	Base: Which Respondents Asked
	Regular Special School		Notes: Assignments, Modifications, and/or Validations	
nsc1A3_02	2nd grade	If no school characteristics survey was returned but there was a teacher survey or school program survey returned for any students at the school, these variables were filled in from data available on the web (primarily from NCES).		
nsc1A3_03	3rd grade			
nsc1A3_04	4th grade			
nsc1A3_05	5th grade			
nsc1A3_06	6th grade			
nsc1A3_07	7th grade			
nsc1A3_08	8th grade			
nsc1A3_09	9th grade			
nsc1A3_10	10th grade			
nsc1A3_11	11th grade			
nsc1A3_12	12th grade			
nsc1A3_un	Ungraded			
nsc1A3_as	Adult school			
• nsc1A4	A4 A3	Number of students enrolled at this school around October 1st of the 2001-2002 school year	<b>Numeric Variable Values</b> Number of students  <b>Notes</b> If no school characteristics survey was returned but there was a teacher survey or school program survey returned for any students at the school, this variable was filled in from data available on the web (primarily from NCES).	<b>Base</b> Asked all respondents
• nsc1A5	A5 A4	Percentage of enrolled students absent from school on a typical day	<b>Numeric Variable Values</b> Percentage of students	<b>Base</b> Asked all respondents
• nsc1A6	A6 A6	Number of days students are expected to attend school in the 2001-2002 academic school year	<b>Numeric Variable Values</b> Number of days	<b>Base</b> Asked all respondents
• nsc1A7	A7 A5	Description of the community in which this school is located	<b>Numeric Variable Values</b> 1 Rural community 2 Small city or town 3 Medium-sized city 4 Suburb of medium-sized city 5 Large city 6 Suburb of large city 7 Very large city 8 Suburb of very large city 9 Military base or station 10 Indian reservation	<b>Base</b> Asked all respondents

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A4 – Wave 1 School Characteristics Survey

**Section A: School Characteristics**

Section A: School Characteristics				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
• nsc1A8	A8 (not asked)	Amount of pressure that is placed on this school to increase and/or improve student test scores for all students	<b>Numeric Variable Values</b> 1 A great deal of pressure 2 A fair amount of pressure 3 A little pressure 4 No pressure	<b>Base</b> Asked all regular survey respondents  Special survey respondents not asked this question
• nsc1A9...[a-d]	A9 A7	Average class size for the following kinds of classes:	<b>Numeric Variable Values</b> Average class size	<b>Base</b> Asked all regular survey respondents  Special survey respondents asked items nsc1A9[b-d]  Special survey respondents not asked nsc1A9a
	nsc1A9a	General education academic classes		
	nsc1A9b	Vocational education, career education, or applied academics classes		
	nsc1A9c	Special education resource rooms		
	nsc1A9d	Self-contained special education classes		
• nsc1A9...[a-d]_na	A9 A7	This school has no classes of this kind (N/A from nsc1A9 (a-d))	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked all regular survey respondents  Special survey respondents asked items nsc1A9[b-d]_na  Special survey respondents not asked nsc1A9a_na
	nsc1A9a_na	General education academic classes		
	nsc1A9b_na	Vocational education, career education, or applied academics classes		
	nsc1A9c_na	Special education resource rooms		
	nsc1A9d_na	Self-contained special education classes		
• nsc1A10	A10 A8	Portion of the buildings on the school campus that are fully accessible to students with physical disabilities	<b>Numeric Variable Values</b> 1 None 2 Some 3 Most 4 All	<b>Base</b> Asked all respondents
• nsc1A11...[a-e]	A11 A9	Number of the following incidents that occurred at the school during the previous (2000-2001) school year	<b>Numeric Variable Values</b> Number of incidents	<b>Base</b> Asked all respondents
	nsc1A11a	Expulsions		
	nsc1A11b	Out-of-school suspensions		
	nsc1A11c	In-school suspensions		
	nsc1A11d	Incidents of violence		
	nsc1A11e	Arrests resulting from incidents at school or school activities		

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**Section B: Student Characteristics**

Section B: Student Characteristics				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
• nsc1B1...[a-q]	B1 B3	Number of students receiving special education with IEPs in each of the following disability categories around October 1	<b>Numeric Variable Values</b> Number of students  <b>Notes</b> Any values of zero were entered by the respondent; missing values were not zero filled (i.e., the number of respondents for each variable can vary from one category to the next).	<b>Base</b> Asked all respondents
nsc1B1a		Attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD)		
nsc1B1b		Autism		
nsc1B1c		Deaf/blindness		
nsc1B1d		Developmental delay		
nsc1B1e		Serious emotional disturbance or behavior disorder		
nsc1B1f_r		Deafness		
nsc1B1g		Hearing impairment		
nsc1B1h		Learning disability		
nsc1B1i		Speech or language impairment		
nsc1B1j_r		Mild mental retardation/ cognitive impairment		
nsc1B1k		Moderate/severe mental retardation/cognitive impairment		
nsc1B1l		Multiple disabilities		
nsc1B1m		Other health impairment		
nsc1B1n		Orthopedic or physical impairment		
nsc1B1o		Traumatic brain injury		
nsc1B1p		Visual impairment/blindness		
nsc1B1q		Other		
• nsc1B2	B2 (not asked)	Number of students with disabilities who did not have IEPs who had a 504 plan around October 1	<b>Numeric Variable Values</b> Number of students	<b>Base</b> Asked regular survey respondents if SC1A1 ≠ 2 [not a school that serves only students with disabilities] Special survey respondents not asked this question
• nsc1B3	B3 B1	Number of students identified as English language learner (ELL), limited-English-proficient (LEP), or English-as-a-second-language (ESL) around October 1	<b>Numeric Variable Values</b> Number of students	<b>Base</b> Asked all respondents
• nsc1B4...[a-g]	B4 B2	Percentage of students in each of the following ethnic groups around October 1st	<b>Numeric Variable Values</b> Percentage of students	<b>Base</b> All respondents
nsc1B4a		African-American or Black	<b>Notes</b>	

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**Section B: Student Characteristics**

Variable Name	Sources:	Variable Description	Variable Type and Values	Base: Which Respondents Asked
	Regular		Notes: Assignments, Modifications, and/or Validations	
	Special School			
nsc1B4b		American Indian or Alaska Native	Set missing categories to 0 if responses to all other categories sum to 97-103%  Set all categories to missing if some categories are missing and responses to other categories do not sum to 97-103%  Set nsc1B4c_r to sum of nsc1B4c and nsc1B4d Collapse Percentage of Asian and Native Hawaiian/other Pacific Islander students into nsc1B4c_r  If no school characteristics survey was returned but there was a teacher survey or school program survey returned for any students at the school, these variables were filled in from data available on the web (primarily from NCES).	
nsc1B4c		Asian		
nsc1B4d		Native Hawaiian or other Pacific Islander		
nsc1B4c_r		Asian, Native Hawaiian or other Pacific Islander		
nsc1B4e		Caucasian or White		
nsc1B4f		Hispanic or Latino		
nsc1B4g		Other		
• nsc1B4...[a-g]_n	B4 B2	Number of students in each of the following ethnic groups around October 1st	<b>Numeric Variable Values</b> Number of students  <b>Notes</b> If no school characteristics survey was returned but there was a teacher survey or school program survey returned for any students at the school, these variables were filled in from data available on the web (primarily from NCES).	<b>Base</b> Asked all respondents
nsc1B4a_n		African-American or Black		
nsc1B4b_n		American Indian or Alaska Native		
nsc1B4c_n		Asian		
nsc1B4d_n		Native Hawaiian or other Pacific Islander		
nsc1B4e_n		Caucasian or White		
nsc1B4f_n		Hispanic or Latino		
nsc1B4g_n		Other		
• nsc1B5	B5 B4	Percentage of this school's students eligible for the free or reduced-price lunch program	<b>Numeric Variable Values</b> 1 Less than 25% 2 26% to 50% 3 51% to 75% 4 More than 75%  <b>Notes</b> If no school characteristics survey was returned but there was a teacher survey or school program survey returned for any students at the school, this variable was filled in from data available on the web (primarily from NCES).	<b>Base</b> Asked all respondents

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A4 – Wave 1 School Characteristics Survey

**Section B: Student Characteristics**

<b>Section B: Student Characteristics</b>				
<b>Variable Name</b>	<b>Sources: Regular Special School</b>	<b>Variable Description</b>	<b>Variable Type and Values Notes: Assignments, Modifications, and/or Validations</b>	<b>Base: Which Respondents Asked</b>
• nsc1B6	B6 B5	Percentage of students enrolled in this school last year that moved away from this school during this school year (student mobility rate)	<b>Numeric Variable Values</b> Percentage of students	<b>Base</b> Asked all respondents

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A4 – Wave 1 School Characteristics Survey

Section C: Staff, Programs, and Resources				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
• nsc1C1...[a-c]	C1 C2	FTE for teachers in this school in the following categories:	<b>Numeric Variable Values</b> FTE for teachers	<b>Base</b> Asked all respondents
nsc1C1a		Fully credentialed for their primary teaching assignment	<b>Notes</b> Any values of zero were entered by the respondent; missing values were not zero filled (i.e., the number of respondents for each variable will not be the same).	
nsc1C1b		In their first year at this school		
nsc1C1c		Have less than 3 years of teaching experience		
• nsc1C2...[a-o]	C2 C1	FTE for types of staff who work in this school during a typical week	<b>Numeric Variable Values</b> FTE for staff	<b>Base</b> Asked all regular survey respondents
nsc1C2a		General education classroom teachers	<b>Notes</b> Any values of zero were entered by the respondent; missing values were not zero filled (i.e., the number of respondents for each variable can vary from one category to the next).	Special survey respondents asked items nsc1C2[b, d-o]  Special survey respondents not asked nsc1C2[a and c]
nsc1C2b		Special education classroom teachers		
nsc1C2c		Special education resource room or consulting teachers		
nsc1C2d		Bilingual or ESL teachers		
nsc1C2e		Reading specialists		
nsc1C2f		Speech/communication therapists or pathologists		
nsc1C2g		Nursing/medical personnel		
nsc1C2h		School psychologists or other diagnostic personnel		
nsc1C2i		Guidance counselors		
nsc1C2j		Social workers		
nsc1C2k		Other related services personnel		
nsc1C2l		Paid teacher aides/instructional assistants		
nsc1C2m		Librarians, library aides, or other library/media center staff		
nsc1C2n		Itinerant or special-subject staff not included above		
nsc1C2o		Administrators		
• nsc1C3...[a-d]	C3 C3	Average student caseload of each of the following kinds of school staff	<b>Numeric Variable Values</b> Average student caseload	<b>Base</b> Asked all regular survey respondents
nsc1C3a		Consulting teachers who support students with disabilities who are in a general education setting		Special survey respondents asked items nsc1C3[b-d]  Special survey respondents not asked nsc1C3a
nsc1C3b		Guidance counselors		
nsc1C3c		Case managers who coordinate services for students with disabilities		
nsc1C3d		School psychologists		

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A4 – Wave 1 School Characteristics Survey

Section C: Staff, Programs, and Resources				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
• nsc1C3...[a-d]_na	C3 C3	The school has no staff of this kind in each of the following categories (N/A from nsc1C3 (a-d))	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked all regular survey respondents  Special survey respondents asked items nsc1C3[b-d]_na  Special survey respondents not asked nsc1C3a_na
nsc1C3a_na	Consulting teachers who support students with disabilities who are in a general education setting			
nsc1C3b_na	Guidance counselors			
nsc1C3c_na	Case managers who coordinate services for students with disabilities			
nsc1C3d_na	School psychologists			
• nsc1C4...[01-07]	C4 (not asked)	The school or school district provides free transportation to or from school for the following:	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked all regular survey respondents  Special survey respondents not asked this question
nsc1C4_01	No students			
nsc1C4_02	All students			
nsc1C4_03	Any student living within established boundaries or a specified distance from the school			
nsc1C4_04	Students involved in school desegregation			
nsc1C4_05	All special education students			
nsc1C4_06	Special education students with special transportation needs			
nsc1C4_07	Not applicable; this is a residential school			
• nsc1C5...[a-d]_a	C5 C4	This school has computers available for student use in the following settings	<b>Numeric Variable Values</b> 1 None of the classes 2 Some of the classes 3 All classes 4 Not applicable	<b>Base</b> Asked all regular survey respondents  Special survey respondents asked items nsc1C5[b-d]_A  Special survey respondents not asked nsc1C5a_A
nsc1C5a_a	Regular education academic classes			
nsc1C5b_a	Special education classes			
nsc1C5c_a	Vocational education classes			
nsc1C5d_a	A library, media center, or computer lab			
• nsc1C5...[a-d]_b	C5 C4	The computers for this class are connected to the internet	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if nsc1A5_A(a-e) = 2 or 3 [computers are available in the corresponding setting]  Asked special survey respondents nsc1C5[b-d]_B if nsc1A5_A(a-e) = 2 or 3 [computers are available in the corresponding setting]  Special survey respondents not asked nsc1C5a_B
nsc1C5a_b	Regular education academic classes			
nsc1C5b_b	Special education classes			
nsc1C5c_b	Vocational education classes			
nsc1C5d_b	A library, media center, or computer lab			

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Section C: Staff, Programs, and Resources				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
• nsc1C6_...[01-07]	C6 C5	The times of day when students can use computers at this school	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked all respondents
nsc1C6_01		No time during school day		
nsc1C6_02		During class time		
nsc1C6_03		During lunch		
nsc1C6_04		Before and/or after school		
nsc1C6_05		During the evenings		
nsc1C6_06		On weekends		
nsc1C6_07		During school vacations		
• nsc1C7_gen	C7a (not asked)	Portion of general education students this school requires to do community service	<b>Numeric Variable Values</b> 1 None 2 Some 3 All	<b>Base</b> Asked all regular survey respondents  Special survey respondents not asked this question
• nsc1C7_spe	C7b D2	Portion of special education students this school requires to do community service	<b>Numeric Variable Values</b> 1 None 2 Some 3 All	<b>Base</b> Asked all respondents
• nsc1C8a	C8a (not asked)	There is a formal, systematic procedure for providing alternatives to students who had learning disabilities and/or other problems, but no IEP or 504 plan	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked all regular survey respondents  Special survey respondents not asked this question
• nsc1C8b_...[01-07]	C8b (not asked)	Procedure for providing alternatives to students:	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if nsc1C8a = 1 [there is a formal, systematic procedure for providing alternatives to students who had learning disabilities and/or other problems, but no IEP or 504 plan]
nsc1C8b_01		School team conference		
nsc1C8b_02		Individual consultation provided to teachers by a specialist	<b>Notes</b> nsc1C8b_06 and nsc18b_07 were created from responses to other specify	
nsc1C8b_03		Special education pre-referral intervention team		
nsc1C8b_04		Parent conferences		
nsc1C8b_05		Other	Verbatim requests to other specify were coded into existing or created categories	
nsc1C8b_06		Additional support		
nsc1C8b_07		Academic improvement plan		
• nsc1C9_...[01-21]	C9 D3	School offers the following to promote parent involvement:	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked all respondents
nsc1C9_01		Open house or back-to-school night		

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A4 – Wave 1 School Characteristics Survey

Section C: Staff, Programs, and Resources				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
nsc1C9_02		Regularly scheduled school-wide parent-teacher conferences		
nsc1C9_03		Parents given interim reports or report cards on student performance or attendance		
nsc1C9_04		School events to which parents are invited		
nsc1C9_05		Workshops or courses on parenting		
nsc1C9_06		Written contract between school and parent		
nsc1C9_07		Parents asked to sign off on homework		
nsc1C9_08		Parents given examples of work that meets high standards		
nsc1C9_09		Parents given positive phone calls or notes from teachers		
nsc1C9_10		Parent-student learning activities at school		
nsc1C9_11		Parents as volunteers in the school		
nsc1C9_12		Newsletter for parents		
nsc1C9_13		Parents involved in instructional issues		
nsc1C9_14		Parents involved in governance		
nsc1C9_15		School-wide e-mail list, Web page, or homework hotline		
nsc1C9_16		Services to support parent involvement		
nsc1C9_17		Translation into languages other than English		
nsc1C9_18		Educational programs for parents		
nsc1C9_19		Parent liaison		
nsc1C9_20		Family resource center or drop-in center		
nsc1C9_21		None of these		
• nsc1C10	C10 D4	Extent to which you agree or disagree with the following statement: “This school does a good job of reaching out to parents who are typically not involved at the school.”	<b>Numeric Variable Values</b> 1 Strongly agree 2 Agree 3 Disagree 4 Strongly disagree	<b>Base</b> Asked all respondents
• nsc1C11_...[01-28]	C11 C6	This school has the following services, resources, or programs available to students as either part of the curriculum or before/after school hours:	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked all respondents
nsc1C11_01		Academic supports, such as homework club, tutoring, or mentoring assistance		

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Section C: Staff, Programs, and Resources				
Variable Name	Sources:		Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
	Regular	Special School		
Variable Name	Variable Description			
nsc1C11_02		Diagnostic/prescriptive services provided by professionals to identify learning disabilities problems/plan programs		
nsc1C11_03		Programs for gifted and talented students		
nsc1C11_04		Summer school		
nsc1C11_05		College/career awareness and preparation activities		
nsc1C11_06		Supplemental instructional services in reading/language arts		
nsc1C11_07		Supplemental instructional services in math		
nsc1C11_08		Enrichment or recreational clubs or activities		
nsc1C11_09		Program for students during weekend		
nsc1C11_10		Band, chorus, drama, other performing opportunities		
nsc1C11_11		Organized school sports activities		
nsc1C11_12		School-based health clinic		
nsc1C11_13		Counseling or pupil services		
nsc1C11_14		Reproductive health/pregnancy prevention education		
nsc1C11_15		Reproductive health/pregnancy prevention services		
nsc1C11_16		Drop out prevention program or services		
nsc1C11_17		Substance abuse treatment education		
nsc1C11_18		Substance abuse treatment services		
nsc1C11_19		Teen parenting program		
nsc1C11_20		Child care for children of parenting teens		
nsc1C11_21		Conflict resolution/conflict management program		
nsc1C11_22		Services for out-of-school youth		
nsc1C11_23		School-to-work activities and employment services		
nsc1C11_24		Title 1		
nsc1C11_25		Bilingual or ESL classes		
nsc1C11_26		Class size reduction initiative		
nsc1C11_27		School-wide reform project		
nsc1C11_28		Obey-Porter grant to support school-wide reform model		

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Section D: Special Education Policies and Practices				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
• nsc1D1_...[01-06]	D1 (not asked)	The following instructional setting options are available for students with disabilities:	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities  Special survey respondents not asked this question
nsc1D1_01		General ed/inclusion program with services or supports provided in general ed classroom		
nsc1D1_02		Part-time resource room for special ed students		
nsc1D1_03		Self-contained special ed classrooms		
nsc1D1_04		Classes co-taught by general and special ed teachers		
nsc1D1_05		Individual instruction		
nsc1D1_06		Other		
• nsc1D2_...[01-08]	D2 (not asked)	The following are available to general ed teachers when students with disabilities are included in their classes:	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities  Special survey respondents not asked this question
nsc1D2_01		Consultation/tech assistance by special ed or other staff		
nsc1D2_02		Special equipment or materials to use with students with disabilities		
nsc1D2_03		In-service training on needs of students with disabilities		
nsc1D2_04		Teacher aides, instructional assistants, or aides for individual students		
nsc1D2_05		Smaller student load or class size		
nsc1D2_06		Co-teaching/team teaching with a special ed teacher		
nsc1D2_07		Other		
nsc1D2_08		None of these		
• nsc1D3a	[not asked] D5a	Extent to which students from your school participate in statewide or district-wide mandated standardized testing	<b>NO DATA FOR THIS ITEM</b> <b>Numeric Variable Values</b> 1 None of this school's students participate 2 Some of this school's students participate 3 All of this school's students participate <b>Notes</b> This variable is collapsed into the regular survey item nsc1D3_[01-07]	<b>Base</b> Regular survey respondents not asked this question  Asked all special survey respondents

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**Section D: Special Education Policies and Practices**

Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
<ul style="list-style-type: none"> <li>nsc1D3_...[01-07]</li> </ul>	D3 D5a	When standardized tests are mandate, students with disabilities are:	<b>Numeric Variable Values</b> 0 No 1 Yes  <b>Notes</b> nsc1D3a from the special version of the survey is collapsed into nsc1D3_[01-07]  Set nsc1D3_06 to 1 [standardized tests not mandated] if nsc1D3a = 1 [no students participate in statewide or district-wide standardized testing]  Set nsc1D3_07 to 1 [special school students participate] if nsc1D3a = 2 or 3 [some or all students participate]	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities  Special survey respondents not asked this question
<ul style="list-style-type: none"> <li>nsc1D4_...[01-07]</li> </ul>	D4 D5b	How exemptions from standardized tests are granted for individual students with disabilities	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities and nsc1D3_05 ≠ 1 [students with disabilities are included in mandated standardized tests] and nsc1D3_06 ≠ 1 [standardized tests are mandated for any students]  Asked special survey respondents nsc1D4_[01-03, 05-07] if nsc1D3a = 2 [some of the school’s students participated in statewide or district-wide standardized testing]  Special survey respondents not asked nsc1D4_04
<ul style="list-style-type: none"> <li>nsc1D3_01</li> <li>nsc1D3_02</li> <li>nsc1D3_03</li> <li>nsc1D3_04</li> <li>nsc1D3_05</li> <li>nsc1D3_06</li> <li>nsc1D3_07</li> </ul>	Required to follow the same procedures and meet the same standards for successful completion as regular education students Provided special accommodations in taking the test Provided with a modified version of the test Given the option to complete an alternate assessment Not included in the mandate Not applicable, standardized tests are not mandated for any students Special school students participate but practice not indicated	Not applicable; no students with disabilities are exempted from these tests Principal decision IEP committee decision Individual general education teacher decision Individual special education teacher decision Parental request Other		

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A4 – Wave 1 School Characteristics Survey

**Section D: Special Education Policies and Practices**

Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
• nsc1D5	D5 (not asked)	Scores of students with disabilities were included in those reported for this school in the most recent reporting of this school’s standardized test score	<b>Numeric Variable Values</b> 1 Scores of <b>all</b> students with disabilities were included 2 Scores of <b>some</b> students with disabilities were included 3 Scores of <b>no</b> students with disabilities were included	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities and nsc1D3_05 ≠ 1 [students with disabilities are included in mandated standardized tests] and nsc1D3_06 ≠ 1 [standardized tests are mandated for any students] Special survey respondents not asked this question
• nsc1D6	D6 (not asked)	This school has a peer support program that provides social and/or academic support to students with disabilities such as a peer buddy program	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if school has any students with disabilities  Special survey respondents not asked this question
• nsc1D7	[not asked] D6	This school has academic content standards	No DATA FOR THIS ITEM <b>Numeric Variable Values</b> 0 No 1 Yes <b>Notes</b> Collapsed into nsc1D7a from the regular survey	<b>Base</b> Regular survey respondents not asked this question  Asked all special survey respondents
• nsc1D7a	D7a D6	Students with disabilities are addressed in this school’s academic content standards	<b>Numeric Variable Values</b> 0 No 1 Yes <b>Notes</b> Set to nsc1D7a to 1 [students with disabilities are addressed in this school’s academic content standards] if nsc1D7 = 1 [special school has academic content standards]  Set nsc1D7a to 0 [not addressed in standards] if nsc1D7 = 0 [special school does not have academic content standards]	<b>Base</b> Asked all regular survey respondents  Special survey respondents not asked this question
• nsc1D7b_...[01-06]	D7b (not asked)	How students with disabilities are addressed in these content standards	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities and
nsc1D7b_01	General policy statement			

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Section D: Special Education Policies and Practices				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
nsc1D7b_02		Specific references to students with disabilities		nsc1D7_a = 3 [Students with disabilities are addressed in this school’s academic content standards]  Special survey respondents not asked this question
nsc1D7b_03		Specific written accommodations and adaptations		
nsc1D7b_04		Individual students handled on a case-by-case basis		
nsc1D7b_05		No special references to students with disabilities		
nsc1D7b_06		Other		
• nsc1D8	D8 (not asked)	This school arranges alternative services or settings for special education students who are expelled and/or suspended from this school	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities  Special survey respondents not asked this question
• nsc1D9a	D9a (not asked)	This school has a policy that prohibits the promotion of general education students who are performing poorly	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities  Special survey respondents not asked this question
• nsc1D9b	D9b D1	This school has a policy that prohibits the promotion of special education students who are performing poorly	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities  Asked all special survey respondents
• nsc1D10_age	D10_age D7_age	Age of student when this school begins developing individualized transition plans for students with disabilities	<b>Numeric Variable Values</b> Age of student	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities  Asked all special survey respondents
• nsc1D10_grd	D10_grade D7_grade	Grade level of student when this school begins developing individualized transition plans for students with disabilities	<b>Numeric Variable Values</b> Grade level of student	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities  Asked all special survey respondents
• nsc1D10_na	D10_na (not asked)	This school does not develop individualized transition plans	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities  Special survey respondents not asked this question

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A4 – Wave 1 School Characteristics Survey

**Section D: Special Education Policies and Practices**

<b>Section D: Special Education Policies and Practices</b>				
<b>Variable Name</b>	<b>Sources: Regular Special School</b>	<b>Variable Description</b>	<b>Variable Type and Values Notes: Assignments, Modifications, and/or Validations</b>	<b>Base: Which Respondents Asked</b>
• nsc1D11	D11 D8	This school offers instruction that specifically focuses on transition planning for students with disabilities	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities  Asked all special survey respondents
• nsc1D12	D12 D9	This school or school district receives any Medicaid funds for providing services to students with disabilities at this school	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if school serves any students with disabilities  Asked all special survey respondents

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Section E: Moving On (for Elementary, Middle, or K-8 Schools Only)				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
• nsc1E1_...[01-09]	E1 E1	The following are provided to support students' transitions from this school to the schools that serve higher grade levels:	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked if school is an elementary, middle, or K-8 school (not a high school or K-12 school).
nsc1E1_01	Groups of students visit next school before school starts	<b>Notes</b> nsc1E1_09 was created from responses to other specify  Verbatim responses to other specify were coded into existing or created categories		
nsc1E1_02	Staff from the receiving school come to this school to give presentations to students			
nsc1E1_03	Information is provided to the receiving school about individual students			
nsc1E1_04	Staff at this school meet with those from receiving school specifically about individual students			
nsc1E1_05	Parents and/or students are encourage to meet with staff of the receiving school individually before starting school there			
nsc1E1_06	Preparatory strategies are developed for individual students who need them			
nsc1E1_07	Other			
nsc1E1_08	None of these			
nsc1E1_09	General outreach/open house			

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Section F: About Schools Serving 12th Grade Students				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
• nsc1F1...[a-n]	F1 F1	The following are available in this community or nearby	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked regular survey respondents if school serves 12th grade students  Asked special survey respondents nsc1F1[a-c, e-n] if school serves 12th grade students  Special survey respondents not asked nsc1F1d
nsc1F1a		Community college or other public 2-year college		
nsc1F1b		Postsecondary vocational school		
nsc1F1c		Magnet secondary school emphasizing a particular theme		
nsc1F1d		Special education school serving secondary-age students with disabilities		
nsc1F1e		Alternative or continuation school, such as a school for potential dropouts or for dropouts to earn a GED		
nsc1F1f		Vocational technical school for secondary school students		
nsc1F1g		Independent living center for persons with disabilities		
nsc1F1h		Work facilities for adults with disabilities such as sheltered workshop or work activity center		
nsc1F1i		Group home or halfway house for adults with disabilities		
nsc1F1j		Publicly-supported job training program		
nsc1F1k		City bus service or other generally available public transportation		
nsc1F1l		Special accommodations for those with physical disabilities on public transportation, such as kneeling buses or special vans		
nsc1F1m		Advocacy groups for persons with disabilities		
nsc1F1n		Support groups or social groups for persons with disabilities or their families		
• nsc1F1_...[01-14]	[recoded]	The following are available in this community or nearby	<b>Numeric Variable Values</b> 0 No 1 Yes  <b>Notes</b> Recoded nsc1F1[a-n] to a multiple response (mark all that apply) construct:-missing values set to 0 (no) if there are any responses in the nsc1F1[a-n] series.	<b>Base</b> Respondents with a value for any of the nsc1F1[a-n] items
nsc1F1_01		Community college or other public 2-year college		
nsc1F1_02		Postsecondary vocational school		
nsc1F1_03		Magnet secondary school emphasizing a particular theme		
nsc1F1_04		Special education school serving secondary-age students with disabilities		
nsc1F1_05		Alternative or continuation school, such as a		

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Section F: About Schools Serving 12th Grade Students				
Variable Name	Sources:	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
	Regular Special School			
		school for potential dropouts or for dropouts to earn a GED		
nsc1F1_06		Vocational technical school for secondary school students		
nsc1F1_07		Independent living center for persons with disabilities		
nsc1F1_08		Work facilities for adults with disabilities such as sheltered workshop or work activity center		
nsc1F1_09		Group home or halfway house for adults with disabilities		
nsc1F1_10		Publicly-supported job training program		
nsc1F1_11		City bus service or other generally available public transportation		
nsc1F1_12		Special accommodations for those with physical disabilities on public transportation, such as kneeling buses or special vans		
nsc1F1_13		Advocacy groups for persons with disabilities		
nsc1F1_14		Support groups or social groups for persons with disabilities or their families		
• nsc1F2_na	F2_na F4_na	This school does not have these graduation requirements	<b>Numeric Variable Values</b> 0 No 1 Yes	<b>Base</b> Asked if school serves 12th grade students
• nsc1F2...[a-e]	F2 F4	Number of semesters that students in this school must take in the following subjects to graduate with a regular diploma:	<b>Numeric Variable Values</b> Number of semesters <b>Notes</b> Asked for semesters or quarters. Semesters calculated for all responses.	<b>Base</b> Asked if school serves 12th grade students
nsc1F2a		English or language arts		
nsc1F2b		Mathematics		
nsc1F2c		Science		
nsc1F2d		Social studies		
nsc1F2e		Foreign language		
• nsc1F3_A...[a-c]	F3 (not asked)	Number of 12th grade students (or those of equivalent age) who did the following during the previous school year:	<b>Numeric Variable Values</b> Number of students	<b>Base</b> Asked regular survey respondents if school serves 12th grade students  Special survey respondents not asked this question
nsc1F3_aa		Were enrolled at this school		
nsc1F3_ab		Graduated with a regular diploma from this school		

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Section F: About Schools Serving 12th Grade Students				
Variable Name	Sources: Regular Special School	Variable Description	Variable Type and Values Notes: Assignments, Modifications, and/or Validations	Base: Which Respondents Asked
nsc1F3_ac		Graduated with a special diploma or certificate of completion from this school		
• nsc1F3_B...[a-c]	F3 F2	Number of 12th grade students (or those of equivalent age) with disabilities who did the following during the previous school year:	<b>Numeric Variable Values</b> Number of students	<b>Base</b> Asked if school serves 12th grade students
nsc1F3_ba		Were enrolled at this school		
nsc1F3_bb		Graduated with a regular diploma from this school		
nsc1F3_bc		Graduated with a special diploma or certificate of completion from this school		
• nsc1F4_a	F4 (not asked)	Number of students who had been enrolled in this school last year in any grade 9th-12th who were considered to be dropouts by the end of the year	<b>Numeric Variable Values</b> Number of students	<b>Base</b> Asked regular survey respondents if school serves 12th grade students  Special survey respondents not asked this question
• nsc1F4_b	F4 F3	Number of students with disabilities who had been enrolled in this school last year in any grade 9th-12th who were considered to be dropouts by the end of the year	<b>Numeric Variable Values</b> Number of students	<b>Base</b> Asked if school serves 12th grade students
• nsc1F5	F5 F5	Percentage of school's 12th grade students (or those of equivalent age) who take college entrance examinations	<b>Numeric Variable Values</b> 1 Less than 50% 2 50% to 75% 3 76% to 90% 4 More than 90%	<b>Base</b> Asked if school serves 12th grade students
• nsc1F6	F6 F6	Percentage of school's graduates that are accepted into 2-year or 4-year colleges upon graduation	<b>Numeric Variable Values</b> 1 Less than 50% 2 50% to 75% 3 76% to 90% 4 More than 90%	<b>Base</b> Asked if school serves 12th grade students

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