

U.S. DEPARTMENT OF EDUCATION  
 NATIONAL CENTER FOR EDUCATION STATISTICS  
 DROPOUT PREVENTION SERVICES AND PROGRAMS  
 FAST RESPONSE SURVEY SYSTEM  
 PUBLIC USE FILE

| Variable Name | Type | Column(s) | Description  |
|---------------|------|-----------|--|
| IDNUMBER      | Char | 1-5       | Random number assigned to each record  |
| SIZE          | Num  | 6         | District enrollment size<br>1 = Less than 2,500<br>2 = 2,500 - 9,999<br>3 = 10,000 or more   |
| URBAN         | Num  | 7         | Community type: urban-centric locale code for district<br>1 = City (includes large, midsize, and small principal cities)<br>2 = Suburban (includes large, midsize, and small urbanized territories outside principal cities)<br>3 = Town (includes fringe, distant, and remote territories that are inside an urban cluster)<br>4 = Rural (includes fringe, distant, and remote territories that are outside of urbanized area and urban clusters) |
| OEREG         | Num  | 8         | Geographic region<br>1 = Northeast<br>2 = Southeast<br>3 = Central<br>4 = West   |
| POVST         | Num  | 9         | Poverty concentration: percent of children ages 5-17 in families living below poverty level<br>1 = Less than 10 percent<br>2 = 10 - 19 percent<br>3 = 20 percent or more   |
| DLEVEL        | Num  | 10        | District instructional level<br>1 = Elementary<br>2 = Unified/Secondary  |

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| Q1   |     | [11-28] | Are any of the following services or programs offered specifically to address the needs of students at risk of dropping out of school in any of the schools in your district? (Circle one on each line for each instructional level.) |
| Q1AA | Num | 11      | Is tutoring offered specifically to address the needs of students at risk of dropping out of school in the elementary schools in your district?<br>1 = Yes<br>2 = No  |
| Q1AB | Num | 12      | Is tutoring offered specifically to address the needs of students at risk of dropping out of school in the middle/junior high schools in your district?<br>1 = Yes<br>2 = No  |
| Q1AC | Num | 13      | Is tutoring offered specifically to address the needs of students at risk of dropping out of school in the high schools in your district?<br>1 = Yes<br>2 = No  |
| Q1BA | Num | 14      | Is there a summer school to prevent grade retention offered specifically to address the needs of students at risk of dropping out of school in the elementary schools in your district?<br>1 = Yes<br>2 = No                          |
| Q1BB | Num | 15      | Is there a summer school to prevent grade retention offered specifically to address the needs of students at risk of dropping out of school in the middle/junior high schools in your district?<br>1 = Yes<br>2 = No                  |
| Q1BC | Num | 16      | Is there a summer school to prevent grade retention offered specifically to address the needs of students at risk of dropping out of school in the high schools in your district?<br>1 = Yes<br>2 = No                                |

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| Q1CA | Num | 17 | Are remediation classes offered specifically to address the needs of students at risk of dropping out of school in the elementary schools in your district?<br>1 = Yes<br>2 = No                              |
| Q1CB | Num | 18 | Are remediation classes offered specifically to address the needs of students at risk of dropping out of school in the middle/junior high schools in your district?<br>1 = Yes<br>2 = No                      |
| Q1CC | Num | 19 | Are remediation classes offered specifically to address the needs of students at risk of dropping out of school in the high schools in your district?<br>1 = Yes<br>2 = No                                    |
| Q1DA | Num | 20 | Is guided study hall/academic support period offered specifically to address the needs of students at risk of dropping out of school in the elementary schools in your district?<br>1 = Yes<br>2 = No         |
| Q1DB | Num | 21 | Is guided study hall/academic support period offered specifically to address the needs of students at risk of dropping out of school in the middle/junior high schools in your district?<br>1 = Yes<br>2 = No |
| Q1DC | Num | 22 | Is guided study hall/academic support period offered specifically to address the needs of students at risk of dropping out of school in the high schools in your district?<br>1 = Yes<br>2 = No               |
| Q1EA | Num | 23 | Are alternative schools or programs offered specifically to address the needs of students at risk of dropping out of school in the elementary schools in your district?<br>1 = Yes<br>2 = No                  |

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| Q1EB | Num | 24      | Are alternative schools or programs offered specifically to address the needs of students at risk of dropping out of school in the middle/junior high schools in your district?<br>1 = Yes<br>2 = No                                   |
| Q1EC | Num | 25      | Are alternative schools or programs offered specifically to address the needs of students at risk of dropping out of school in the high schools in your district?<br>1 = Yes<br>2 = No   |
| Q1FA | Num | 26      | Are after-school programs specifically to address the needs of students at risk of dropping out offered in the elementary schools in your district?<br>1 = Yes<br>2 = No   |
| Q1FB | Num | 27      | Are after-school programs specifically to address the needs of students at risk of dropping out offered in the middle/junior high schools in your district?<br>1 = Yes<br>2 = No   |
| Q1FC | Num | 28      | Are after-school programs specifically to address the needs of students at risk of dropping out offered in the high schools in your district?<br>1 = Yes<br>2 = No   |
| Q2   |     | [29-36] | Are any of the following services or programs offered specifically to address the needs of students at risk of dropping out of school in any of the schools in your district? (Circle one on each line.)                               |
| Q2A  | Num | 29      | Are district-administered General Education Development (GED) preparation courses offered specifically to address the needs of students at risk of dropping out of school in any of the schools in your district?<br>1 = Yes<br>2 = No |

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| Q2B | Num | 30 | <p>Are early graduation options for earning a regular diploma offered specifically to address the needs of students at risk of dropping out of school in any of the schools in your district?</p> <p>1 = Yes<br/>2 = No</p>  |
| Q2C | Num | 31 | <p>Is decelerated curriculum for any course (e.g., algebra 1 extended over 2 years or 2 class periods) offered specifically to address the needs of students at risk of dropping out of school in any of the schools in your district?</p> <p>1 = Yes<br/>2 = No</p> |
| Q2D | Num | 32 | <p>Are credit recovery courses/programs offered specifically to address the needs of students at risk of dropping out of school in any of the schools in your district?</p> <p>1 = Yes<br/>2 = No</p>  |
| Q2E | Num | 33 | <p>Are self-paced courses (e.g., computer or packet based) for purposes other than credit recovery offered specifically to address the needs of students at risk of dropping out of school in any of the schools in your district?</p> <p>1 = Yes<br/>2 = No</p>     |
| Q2F | Num | 34 | <p>Is smaller class size offered specifically to address the needs of students at risk of dropping out of school in any of the schools in your district?</p> <p>1 = Yes<br/>2 = No</p>   |
| Q2G | Num | 35 | <p>Is flexible school day (e.g., shortened school day, evening classes, or Saturday classes) offered specifically to address the needs of students at risk of dropping out of school in any of the schools in your district?</p> <p>1 = Yes<br/>2 = No</p>           |
| Q2H | Num | 36 | <p>Is summer bridge program offered specifically to address the needs of students at risk of dropping out of school in any of the schools in your district?</p> <p>1 = Yes<br/>2 = No</p>  |

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| Q3   |     | [37-51] | Please indicate in part 1 whether the following educational options are available to students in your district. For each option you mark as available, please indicate in part 2 how many students at risk of dropping out participate.   |
| Q3A1 | Num | 37      | Is career/technical high school (including regional career/technical high schools) available to students in your district?<br>1 = Yes<br>*2 = No<br>* SKIP Q3A2 AND CODE AS INAPPLICABLE  |
| Q3A2 | Num | 38-39   | How many students at risk of dropping out participated in career-technical high school (including regional career/technical high schools)?<br>-8 = Inapplicable<br>1 = No or few at-risk students participate<br>2 = Some at-risk students participate<br>3 = Most at-risk students participate |
| Q3B1 | Num | 40      | Are career/technical courses at a regular high school available to students in your district?<br>1 = Yes<br>* 2 = No<br>* SKIP Q3B2 AND CODE AS INAPPLICABLE  |
| Q3B2 | Num | 41-42   | How many students at risk of dropping out participated in career/technical courses at a regular high school?<br>-8 = Inapplicable<br>1 = No or few at-risk students participate<br>2 = Some at-risk students participate<br>3 = Most at-risk students participate                               |
| Q3C1 | Num | 43      | Is dual enrollment in postsecondary courses with a career/technical focus available to students in your district?<br>1 = Yes<br>* 2 = No<br>* SKIP Q3C2 AND CODE AS INAPPLICABLE  |
| Q3C2 | Num | 44-45   | How many students at risk of dropping out participated in dual enrollment in postsecondary courses with a career/technical focus?<br>-8 = Inapplicable<br>1 = No or few at-risk students participate<br>2 = Some at-risk students participate<br>3 = Most at-risk students participate          |

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| Q3D1 | Num | 46    | <p>Is dual enrollment in postsecondary courses with an academic focus (e.g., English, math, foreign languages) available to students in your district?</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q3D2 AND CODE AS INAPPLICABLE</p>  |
| Q3D2 | Num | 47-48 | <p>How many students at risk of dropping out participated in dual enrollment in postsecondary courses with an academic focus (e.g., English, math, foreign languages)?</p> <p>-8 = Inapplicable</p> <p>1 = No or few at-risk students participate</p> <p>2 = Some at-risk students participate</p> <p>3 = Most at-risk students participate</p>    |
| Q3E1 | Num | 49    | <p>Is work-based learning (e.g., internships/apprenticeships) available to students in your district?</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q3E2 AND CODE AS INAPPLICABLE</p>   |
| Q3E2 | Num | 50-51 | <p>How many students at risk of dropping out participated in work-based learning (e.g., internships/apprenticeships)?</p> <p>-8 = Inapplicable</p> <p>1 = No or few at-risk students participate</p> <p>2 = Some at-risk students participate</p> <p>3 = Most at-risk students participate</p>   |
| Q4   | Num | 52    | <p>Does your district provide or subsidize child care while teen parents are attending classes? (Circle one.)</p> <p>1 = Yes</p> <p>2 = No</p>   |
| Q5   | Num | 53    | <p>When a student who is at risk of dropping out is transitioning from a school at one instructional level to a school at a higher instructional level (e.g., from middle school to high school), is information regularly provided to the receiving school about the unique needs of that student? (Circle one.)</p> <p>1 = Yes</p> <p>2 = No</p> |

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| Q6   |     | [54-59] | Are the following supports used in any of the schools in your district to help students transition from a school of one instructional level to a school at a higher instructional level (e.g., from middle school to high school)?<br>(Circle one on each line for each transition.) |
| Q6AA | Num | 54      | Does your district assign all students a student mentor upon entry into the new school to help students transition from elementary to middle/junior high school?<br>1 = Yes<br>2 = No  |
| Q6AB | Num | 55      | Does your district assign all students a student mentor upon entry into the new school to help students transition from middle/junior high school to high school?<br>1 = Yes<br>2 = No   |
| Q6BA | Num | 56      | Does your district assign all students an adult mentor upon entry into the new school to help students transition from elementary to middle/junior high school?<br>1 = Yes<br>2 = No   |
| Q6BB | Num | 57      | Does your district assign all students an adult mentor upon entry into the new school to help students transition from middle/junior high school to high school?<br>1 = Yes<br>2 = No  |
| Q6CA | Num | 58      | Does your district offer an advisement class for all students during the first year at the new school to help students transition from elementary to middle/junior high school?<br>1 = Yes<br>2 = No   |
| Q6CB | Num | 59      | Does your district offer an advisement class for all students during the first year at the new school to help students transition from middle/junior high school to high school?<br>1 = Yes<br>2 = No  |
| Q7   |     | [60-71] | Are any of the following types of mentors used in any of the schools in your district specifically to address the needs of students at risk of dropping out? (Circle one on each line for each instructional level.)   |



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| Q7AA | Num | 60 | Are student mentors used in elementary schools in your district specifically to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No  |
| Q7AB | Num | 61 | Are student mentors used in middle/junior high schools in your district specifically to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No  |
| Q7AC | Num | 62 | Are student mentors used in high schools in your district specifically to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No  |
| Q7BA | Num | 63 | Are school counselors, teachers, or school administrators who formally mentor students used in elementary schools in your district specifically to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No         |
| Q7BB | Num | 64 | Are school counselors, teachers, or school administrators who formally mentor students used in middle/junior high schools in your district specifically to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No |
| Q7BC | Num | 65 | Are school counselors, teachers, or school administrators who formally mentor students used in high schools in your district specifically to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No               |
| Q7CA | Num | 66 | Are adult mentors employed by the district whose only job is to mentor students used in elementary schools in your district specifically to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No                |
| Q7CB | Num | 67 | Are adult mentors employed by the district whose only job is to mentor students used in middle/junior high schools in your district specifically to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No        |

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| Q7CC | Num | 68      | Are adult mentors employed by the district whose only job is to mentor students used in high schools in your district specifically to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No  |
| Q7DA | Num | 69      | Are community volunteers (i.e., volunteers from churches, community organizations, businesses, etc.) used in elementary schools in your district specifically to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No               |
| Q7DB | Num | 70      | Are community volunteers (i.e., volunteers from churches, community organizations, businesses, etc.) used in middle/junior high schools in your district specifically to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No       |
| Q7DC | Num | 71      | Are community volunteers (i.e., volunteers from churches, community organizations, businesses, etc.) used in high schools in your district specifically to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No                     |
| Q8   |     | [72-74] | Do any of the schools in your district use a formal program designed to reduce behavioral problems in schools or classrooms (e.g., Positive Behavioral Support, Positive Behavioral Intervention System, etc.)? (Circle one for each instructional level.) |
| Q8A  | Num | 72      | Do the elementary schools in your district use a formal program designed to reduce behavioral problems in schools or classrooms (e.g., Positive Behavioral Support, Positive Behavioral Intervention System, etc.)?<br>1 = Yes<br>2 = No                   |
| Q8B  | Num | 73      | Do the middle/junior high schools in your district use a formal program designed to reduce behavioral problems in schools or classrooms (e.g., Positive Behavioral Support, Positive Behavioral Intervention System, etc.)?<br>1 = Yes<br>2 = No           |

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| Q8C  | Num | 74      | <p>Do the high schools in your district use a formal program designed to reduce behavioral problems in schools or classrooms (e.g., Positive Behavioral Support, Positive Behavioral Intervention System, etc.)?</p> <p>1 = Yes<br/>2 = No</p>                                |
| Q9   | Num | 75      | <p>Does your district have a standardized method of identifying students who may be at risk of dropping out (e.g., a standardized checklist of at-risk behaviors or an electronic warning system)? (Circle one.)</p> <p>1 = Yes<br/>2 = No</p>                                |
| Q10  |     | [76-91] | <p>To what extent are the following factors used in your district to identify students who are at risk of dropping out? (Circle one on each line.)</p>  |
| Q10A | Num | 76      | <p>To what extent are truancy or excessive absences used in your district to identify students who are at risk of dropping out?</p> <p>1 = Not at all<br/>2 = Small extent<br/>3 = Moderate extent<br/>4 = Large extent</p>   |
| Q10B | Num | 77      | <p>To what extent is academic failure indicated by grades, accrued course credits, or grade retention used in your district to identify students who are at risk of dropping out?</p> <p>1 = Not at all<br/>2 = Small extent<br/>3 = Moderate extent<br/>4 = Large extent</p> |
| Q10C | Num | 78      | <p>To what extent is failure on state standardized tests used in your district to identify students who are at risk of dropping out?</p> <p>1 = Not at all<br/>2 = Small extent<br/>3 = Moderate extent<br/>4 = Large extent</p>  |

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| Q10D | Num | 79 | <p>To what extent are behaviors that warrant suspension or expulsion used in your district to identify students who are at risk of dropping out?</p> <p>1 = Not at all<br/> 2 = Small extent<br/> 3 = Moderate extent<br/> 4 = Large extent</p>   |
| Q10E | Num | 80 | <p>To what extent are behaviors that warrant other disciplinary action used in your district to identify students who are at risk of dropping out?</p> <p>1 = Not at all<br/> 2 = Small extent<br/> 3 = Moderate extent<br/> 4 = Large extent</p> |
| Q10F | Num | 81 | <p>To what extent is involvement with the criminal justice system used in your district to identify students who are at risk of dropping out?</p> <p>1 = Not at all<br/> 2 = Small extent<br/> 3 = Moderate extent<br/> 4 = Large extent</p>      |
| Q10G | Num | 82 | <p>To what extent is involvement with social services or foster care used in your district to identify students who are at risk of dropping out?</p> <p>1 = Not at all<br/> 2 = Small extent<br/> 3 = Moderate extent<br/> 4 = Large extent</p>   |
| Q10H | Num | 83 | <p>To what extent is pregnancy/teen parenthood used in your district to identify students who are at risk of dropping out?</p> <p>1 = Not at all<br/> 2 = Small extent<br/> 3 = Moderate extent<br/> 4 = Large extent</p>                         |

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| Q10I | Num | 84 | To what extent is substance abuse used in your district to identify students who are at risk of dropping out?<br>1 = Not at all<br>2 = Small extent<br>3 = Moderate extent<br>4 = Large extent  |
| Q10J | Num | 85 | To what extent is learning disability as indicated in an Individualized Education Plan (IEP) used in your district to identify students who are at risk of dropping out?<br>1 = Not at all<br>2 = Small extent<br>3 = Moderate extent<br>4 = Large extent |
| Q10K | Num | 86 | To what extent are mental health problems used in your district to identify students who are at risk of dropping out?<br>1 = Not at all<br>2 = Small extent<br>3 = Moderate extent<br>4 = Large extent  |
| Q10L | Num | 87 | To what extent is observed change in student attitude or life conditions used in your district to identify students who are at risk of dropping out?<br>1 = Not at all<br>2 = Small extent<br>3 = Moderate extent<br>4 = Large extent                     |
| Q10M | Num | 88 | To what extent is homelessness or frequent address change used in your district to identify students who are at risk of dropping out?<br>1 = Not at all<br>2 = Small extent<br>3 = Moderate extent<br>4 = Large extent                                    |
| Q10N | Num | 89 | To what extent is limited English proficiency used in your district to identify students who are at risk of dropping out?<br>1 = Not at all<br>2 = Small extent<br>3 = Moderate extent<br>4 = Large extent  |

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| Q100 | Num | 90       | To what extent is migrant status used in your district to identify students who are at risk of dropping out?<br>1 = Not at all<br>2 = Small extent<br>3 = Moderate extent<br>4 = Large extent           |
| Q10P | Num | 91       | To what extent are other (specify) factors used in your district to identify students who are at risk of dropping out?<br>1 = Not at all<br>2 = Small extent<br>3 = Moderate extent<br>4 = Large extent |
| Q11  |     | [92-104] | Does your district work with any of the following to address the needs of students at risk of dropping out?<br>(Circle one on each line.)   |
| Q11A | Num | 92       | Does your district work with child protective services to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No   |
| Q11B | Num | 93       | Does your district work with local businesses to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No  |
| Q11C | Num | 94       | Does your district work with a juvenile assessment center to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No  |
| Q11D | Num | 95       | Does your district work with a community mental health agency to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No  |
| Q11E | Num | 96       | Does your district work with churches or community organizations (e.g., Boys & Girls Clubs, United Way, Lion's Clubs) to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No    |

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| Q11F | Num | 97  | Does your district work with a job placement center to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No   |
| Q11G | Num | 98  | Does your district work with a crisis intervention center to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No   |
| Q11H | Num | 99  | Does your district work with a drug and/or alcohol clinic to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No   |
| Q11I | Num | 100 | Does your district work with a family planning/child placement agency to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No   |
| Q11J | Num | 101 | Does your district work with child care centers/providers (i.e., for children of teen parents) to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No                      |
| Q11K | Num | 102 | Does your district work with a health clinic or hospital to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No  |
| Q11L | Num | 103 | Does your district work with state or local government agencies that provide financial assistance to needy families to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No |
| Q11M | Num | 104 | Does your district work with other (specify) agencies to address the needs of students at risk of dropping out?<br>1 = Yes<br>2 = No   |

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| Q12  | Num | 105       | <p>When students appear highly likely to drop out of school, does your district provide information about the employment or financial consequences of dropping out of school? (Circle one.)</p> <p>1 = Yes, this is standard procedure with all students highly likely to drop out</p> <p>2 = Yes, with some students</p> <p>3 = No</p> |
| Q13  |     | [106-109] | <p>When students appear highly likely to drop out of school, does your district provide information about the following education and training options? (Circle one on each line.)</p>  |
| Q13A | Num | 106       | <p>Does your district provide information about alternative schools or programs administered by your district or another entity to students who appear highly likely to drop out of school?</p> <p>1 = Yes, this is standard procedure with all students highly likely to drop out</p> <p>2 = Yes, with some students</p> <p>3 = No</p> |
| Q13B | Num | 107       | <p>Does your district provide information about job training/GED combination programs (e.g., Job Corps) to students who appear highly likely to drop out of school?</p> <p>1 = Yes, this is standard procedure with all students highly likely to drop out</p> <p>2 = Yes, with some students</p> <p>3 = No</p>                         |
| Q13C | Num | 108       | <p>Does your district provide information about GED or adult education programs to students who appear highly likely to drop out of school?</p> <p>1 = Yes, this is standard procedure with all students highly likely to drop out</p> <p>2 = Yes, with some students</p> <p>3 = No</p>   |
| Q13D | Num | 109       | <p>Does your district provide information about job training programs to students who appear highly likely to drop out of school?</p> <p>1 = Yes, this is standard procedure with all students highly likely to drop out</p> <p>2 = Yes, with some students</p> <p>3 = No</p>   |



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| Q14  | Num | 110       | <p>Does your district try to determine the status of students who were expected to return to school in the fall but who do not return as expected? (Circle one.)</p> <p>1 = Yes, for all students</p> <p>2 = Yes, for some students</p> <p>3 = No</p>   |
| Q15  | Num | 111       | <p>When students drop out during the school year, does your district follow up with those students sometime before the next school year to encourage them to return? (Circle one.)</p> <p>1 = Yes, for all students who drop out</p> <p>2 = Yes, for some students who drop out</p> <p>3 = No</p> |
| Q16  |     | [112-121] | <p>Does your district use any of the following information to determine whether to implement additional district-wide dropout prevention efforts? (Circle one on each line.)</p>  |
| Q16A | Num | 112       | <p>Does your district use dropout rates to determine whether to implement additional district-wide dropout prevention efforts?</p> <p>1 = Yes</p> <p>2 = No</p>   |
| Q16B | Num | 113       | <p>Does your district use graduation rates to determine whether to implement additional district-wide dropout prevention efforts?</p> <p>1 = Yes</p> <p>2 = No</p>  |
| Q16C | Num | 114       | <p>Does your district use attendance rates to determine whether to implement additional district-wide dropout prevention efforts?</p> <p>1 = Yes</p> <p>2 = No</p>  |
| Q16D | Num | 115       | <p>Does your district use number of expulsions or other disciplinary actions to determine whether to implement additional district-wide dropout prevention efforts?</p> <p>1 = Yes</p> <p>2 = No</p>  |
| Q16E | Num | 116       | <p>Does your district use state standardized test scores to determine whether to implement additional district-wide dropout prevention efforts?</p> <p>1 = Yes</p> <p>2 = No</p>  |

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| Q16F   | Num  | 117 | Does your district use number of students attending adult education/GED program to determine whether to implement additional district-wide dropout prevention efforts?<br>1 = Yes<br>2 = No       |
| Q16G   | Num  | 118 | Does your district use number of students taking or passing the GED test to determine whether to implement additional district-wide dropout prevention efforts?<br>1 = Yes<br>2 = No              |
| Q16H   | Num  | 119 | Does your district use number or percentage of students failing courses or held back to determine whether to implement additional district-wide dropout prevention efforts?<br>1 = Yes<br>2 = No  |
| Q16I   | Num  | 120 | Does your district use feedback from a district-administered parent or student survey to determine whether to implement additional district-wide dropout prevention efforts?<br>1 = Yes<br>2 = No |
| Q16J   | Num  | 121 | Does your district use other(specify) information to determine whether to implement additional district-wide dropout prevention efforts?<br>1 = Yes<br>2 = No                                     |
| I_Q1AA | Char | 122 | IMPUTATION FLAG FOR Q1AA<br>0 = NOT IMPUTED<br>1 = IMPUTED  |
| I_Q1AB | Char | 123 | IMPUTATION FLAG FOR Q1AB<br>0 = NOT IMPUTED<br>1 = IMPUTED  |
| I_Q1BA | Char | 124 | IMPUTATION FLAG FOR Q1BA<br>0 = NOT IMPUTED<br>1 = IMPUTED  |

|        |      |     |  |
|--------|------|-----|--|
| I_Q1BB | Char | 125 | IMPUTATION FLAG FOR Q1BB<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q1CA | Char | 126 | IMPUTATION FLAG FOR Q1CA<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q1CB | Char | 127 | IMPUTATION FLAG FOR Q1CB<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q1DA | Char | 128 | IMPUTATION FLAG FOR Q1DA<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q1DB | Char | 129 | IMPUTATION FLAG FOR Q1DB<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q1EA | Char | 130 | IMPUTATION FLAG FOR Q1EA<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q1EB | Char | 131 | IMPUTATION FLAG FOR Q1EB<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q1FA | Char | 132 | IMPUTATION FLAG FOR Q1FA<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q1FB | Char | 133 | IMPUTATION FLAG FOR Q1FB<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q3A2 | Char | 134 | IMPUTATION FLAG FOR Q3A2<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q3B2 | Char | 135 | IMPUTATION FLAG FOR Q3B2<br>0 = NOT IMPUTED<br>1 = IMPUTED |

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| I_Q3C2 | Char | 136 | IMPUTATION FLAG FOR Q3C2<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q3D2 | Char | 137 | IMPUTATION FLAG FOR Q3D2<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q3E2 | Char | 138 | IMPUTATION FLAG FOR Q3E2<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q5   | Char | 139 | IMPUTATION FLAG FOR Q5<br>0 = NOT IMPUTED<br>1 = IMPUTED   |
| I_Q6AA | Char | 140 | IMPUTATION FLAG FOR Q6AA<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q6BA | Char | 141 | IMPUTATION FLAG FOR Q6BA<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q6CA | Char | 142 | IMPUTATION FLAG FOR Q6CA<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q7AA | Char | 143 | IMPUTATION FLAG FOR Q7AA<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q7AB | Char | 144 | IMPUTATION FLAG FOR Q7AB<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q7BA | Char | 145 | IMPUTATION FLAG FOR Q7BA<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q7BB | Char | 146 | IMPUTATION FLAG FOR Q7BB<br>0 = NOT IMPUTED<br>1 = IMPUTED |

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|--------|------|-----|--|
| I_Q7CA | Char | 147 | IMPUTATION FLAG FOR Q7CA<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q7CB | Char | 148 | IMPUTATION FLAG FOR Q7CB<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q7DA | Char | 149 | IMPUTATION FLAG FOR Q7DA<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q7DB | Char | 150 | IMPUTATION FLAG FOR Q7DB<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q8A  | Char | 151 | IMPUTATION FLAG FOR Q8A<br>0 = NOT IMPUTED<br>1 = IMPUTED  |
| I_Q8B  | Char | 152 | IMPUTATION FLAG FOR Q8B<br>0 = NOT IMPUTED<br>1 = IMPUTED  |
| I_Q9   | Char | 153 | IMPUTATION FLAG FOR Q9<br>0 = NOT IMPUTED<br>1 = IMPUTED   |
| I_Q10A | Char | 154 | IMPUTATION FLAG FOR Q10A<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q10B | Char | 155 | IMPUTATION FLAG FOR Q10B<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q10C | Char | 156 | IMPUTATION FLAG FOR Q10C<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q10D | Char | 157 | IMPUTATION FLAG FOR Q10D<br>0 = NOT IMPUTED<br>1 = IMPUTED |

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| I_Q10E | Char | 158 | IMPUTATION FLAG FOR Q10E<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q10F | Char | 159 | IMPUTATION FLAG FOR Q10F<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q10G | Char | 160 | IMPUTATION FLAG FOR Q10G<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q10H | Char | 161 | IMPUTATION FLAG FOR Q10H<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q10I | Char | 162 | IMPUTATION FLAG FOR Q10I<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q10J | Char | 163 | IMPUTATION FLAG FOR Q10J<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q10K | Char | 164 | IMPUTATION FLAG FOR Q10K<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q10L | Char | 165 | IMPUTATION FLAG FOR Q10L<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q10M | Char | 166 | IMPUTATION FLAG FOR Q10M<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q10N | Char | 167 | IMPUTATION FLAG FOR Q10N<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q10O | Char | 168 | IMPUTATION FLAG FOR Q10O<br>0 = NOT IMPUTED<br>1 = IMPUTED |

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|--------|------|-----|--|
| I_Q11A | Char | 169 | IMPUTATION FLAG FOR Q11A<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q11B | Char | 170 | IMPUTATION FLAG FOR Q11B<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q11C | Char | 171 | IMPUTATION FLAG FOR Q11C<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q11D | Char | 172 | IMPUTATION FLAG FOR Q11D<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q11E | Char | 173 | IMPUTATION FLAG FOR Q11E<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q11F | Char | 174 | IMPUTATION FLAG FOR Q11F<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q11G | Char | 175 | IMPUTATION FLAG FOR Q11G<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q11H | Char | 176 | IMPUTATION FLAG FOR Q11H<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q11I | Char | 177 | IMPUTATION FLAG FOR Q11I<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q11J | Char | 178 | IMPUTATION FLAG FOR Q11J<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q11K | Char | 179 | IMPUTATION FLAG FOR Q11K<br>0 = NOT IMPUTED<br>1 = IMPUTED |

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|--------|------|-----|--|
| I_Q11L | Char | 180 | IMPUTATION FLAG FOR Q11L<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q12  | Char | 181 | IMPUTATION FLAG FOR Q12<br>0 = NOT IMPUTED<br>1 = IMPUTED  |
| I_Q13A | Char | 182 | IMPUTATION FLAG FOR Q13A<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q13B | Char | 183 | IMPUTATION FLAG FOR Q13B<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q13C | Char | 184 | IMPUTATION FLAG FOR Q13C<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q13D | Char | 185 | IMPUTATION FLAG FOR Q13D<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q14  | Char | 186 | IMPUTATION FLAG FOR Q14<br>0 = NOT IMPUTED<br>1 = IMPUTED  |
| I_Q15  | Char | 187 | IMPUTATION FLAG FOR Q15<br>0 = NOT IMPUTED<br>1 = IMPUTED  |
| I_Q16A | Char | 188 | IMPUTATION FLAG FOR Q16A<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q16B | Char | 189 | IMPUTATION FLAG FOR Q16B<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q16C | Char | 190 | IMPUTATION FLAG FOR Q16C<br>0 = NOT IMPUTED<br>1 = IMPUTED |



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|--------|------|---------|--|
| I_Q16D | Char | 191     | IMPUTATION FLAG FOR Q16D<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q16E | Char | 192     | IMPUTATION FLAG FOR Q16E<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q16F | Char | 193     | IMPUTATION FLAG FOR Q16F<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q16G | Char | 194     | IMPUTATION FLAG FOR Q16G<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q16H | Char | 195     | IMPUTATION FLAG FOR Q16H<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q16I | Char | 196     | IMPUTATION FLAG FOR Q16I<br>0 = NOT IMPUTED<br>1 = IMPUTED |
| I_Q16J | Char | 197     | IMPUTATION FLAG FOR Q16J<br>0 = NOT IMPUTED<br>1 = IMPUTED |
|        |      |         |  |
| FWT    | Num  | 198-209 | FINAL FULL SAMPLE WEIGHT                                   |
| AWT1   | Num  | 210-221 | REPLICATE WEIGHT 1   |
| AWT2   | Num  | 222-233 | REPLICATE WEIGHT 2   |
| AWT3   | Num  | 234-245 | REPLICATE WEIGHT 3   |
| AWT4   | Num  | 246-257 | REPLICATE WEIGHT 4   |
| AWT5   | Num  | 258-269 | REPLICATE WEIGHT 5   |
| AWT6   | Num  | 270-281 | REPLICATE WEIGHT 6   |

|       |     |         |                     |
|-------|-----|---------|---------------------|
| AWT7  | Num | 282-293 | REPLICATE WEIGHT 7  |
| AWT8  | Num | 294-305 | REPLICATE WEIGHT 8  |
| AWT9  | Num | 306-317 | REPLICATE WEIGHT 9  |
| AWT10 | Num | 318-329 | REPLICATE WEIGHT 10 |
| AWT11 | Num | 330-341 | REPLICATE WEIGHT 11 |
| AWT12 | Num | 342-353 | REPLICATE WEIGHT 12 |
| AWT13 | Num | 354-365 | REPLICATE WEIGHT 13 |
| AWT14 | Num | 366-377 | REPLICATE WEIGHT 14 |
| AWT15 | Num | 378-389 | REPLICATE WEIGHT 15 |
| AWT16 | Num | 390-401 | REPLICATE WEIGHT 16 |
| AWT17 | Num | 402-413 | REPLICATE WEIGHT 17 |
| AWT18 | Num | 414-425 | REPLICATE WEIGHT 18 |
| AWT19 | Num | 426-437 | REPLICATE WEIGHT 19 |
| AWT20 | Num | 438-449 | REPLICATE WEIGHT 20 |
| AWT21 | Num | 450-461 | REPLICATE WEIGHT 21 |
| AWT22 | Num | 462-473 | REPLICATE WEIGHT 22 |
| AWT23 | Num | 474-485 | REPLICATE WEIGHT 23 |
| AWT24 | Num | 486-497 | REPLICATE WEIGHT 24 |
| AWT25 | Num | 498-509 | REPLICATE WEIGHT 25 |
| AWT26 | Num | 510-521 | REPLICATE WEIGHT 26 |
| AWT27 | Num | 522-533 | REPLICATE WEIGHT 27 |
| AWT28 | Num | 534-545 | REPLICATE WEIGHT 28 |

|       |     |         |                     |
|-------|-----|---------|---------------------|
| AWT29 | Num | 546-557 | REPLICATE WEIGHT 29 |
| AWT30 | Num | 558-569 | REPLICATE WEIGHT 30 |
| AWT31 | Num | 570-581 | REPLICATE WEIGHT 31 |
| AWT32 | Num | 582-593 | REPLICATE WEIGHT 32 |
| AWT33 | Num | 594-605 | REPLICATE WEIGHT 33 |
| AWT34 | Num | 606-617 | REPLICATE WEIGHT 34 |
| AWT35 | Num | 618-629 | REPLICATE WEIGHT 35 |
| AWT36 | Num | 630-641 | REPLICATE WEIGHT 36 |
| AWT37 | Num | 642-653 | REPLICATE WEIGHT 37 |
| AWT38 | Num | 654-665 | REPLICATE WEIGHT 38 |
| AWT39 | Num | 666-677 | REPLICATE WEIGHT 39 |
| AWT40 | Num | 678-689 | REPLICATE WEIGHT 40 |
| AWT41 | Num | 690-701 | REPLICATE WEIGHT 41 |
| AWT42 | Num | 702-713 | REPLICATE WEIGHT 42 |
| AWT43 | Num | 714-725 | REPLICATE WEIGHT 43 |
| AWT44 | Num | 726-737 | REPLICATE WEIGHT 44 |
| AWT45 | Num | 738-749 | REPLICATE WEIGHT 45 |
| AWT46 | Num | 750-761 | REPLICATE WEIGHT 46 |
| AWT47 | Num | 762-773 | REPLICATE WEIGHT 47 |
| AWT48 | Num | 774-785 | REPLICATE WEIGHT 48 |
| AWT49 | Num | 786-797 | REPLICATE WEIGHT 49 |
| AWT50 | Num | 798-809 | REPLICATE WEIGHT 50 |

|       |     |           |                     |
|-------|-----|-----------|---------------------|
| AWT51 | Num | 810-821   | REPLICATE WEIGHT 51 |
| AWT52 | Num | 822-833   | REPLICATE WEIGHT 52 |
| AWT53 | Num | 834-845   | REPLICATE WEIGHT 53 |
| AWT54 | Num | 846-857   | REPLICATE WEIGHT 54 |
| AWT55 | Num | 858-869   | REPLICATE WEIGHT 55 |
| AWT56 | Num | 870-881   | REPLICATE WEIGHT 56 |
| AWT57 | Num | 882-893   | REPLICATE WEIGHT 57 |
| AWT58 | Num | 894-905   | REPLICATE WEIGHT 58 |
| AWT59 | Num | 906-917   | REPLICATE WEIGHT 59 |
| AWT60 | Num | 918-929   | REPLICATE WEIGHT 60 |
| AWT61 | Num | 930-941   | REPLICATE WEIGHT 61 |
| AWT62 | Num | 942-953   | REPLICATE WEIGHT 62 |
| AWT63 | Num | 954-965   | REPLICATE WEIGHT 63 |
| AWT64 | Num | 966-977   | REPLICATE WEIGHT 64 |
| AWT65 | Num | 978-989   | REPLICATE WEIGHT 65 |
| AWT66 | Num | 990-1001  | REPLICATE WEIGHT 66 |
| AWT67 | Num | 1002-1013 | REPLICATE WEIGHT 67 |
| AWT68 | Num | 1014-1025 | REPLICATE WEIGHT 68 |
| AWT69 | Num | 1026-1037 | REPLICATE WEIGHT 69 |
| AWT70 | Num | 1038-1049 | REPLICATE WEIGHT 70 |
| AWT71 | Num | 1050-1061 | REPLICATE WEIGHT 71 |
| AWT72 | Num | 1062-1073 | REPLICATE WEIGHT 72 |

|       |     |           |           |        |    |
|-------|-----|-----------|-----------|--------|----|
| AWT73 | Num | 1074-1085 | REPLICATE | WEIGHT | 73 |
| AWT74 | Num | 1086-1097 | REPLICATE | WEIGHT | 74 |
| AWT75 | Num | 1098-1109 | REPLICATE | WEIGHT | 75 |
| AWT76 | Num | 1110-1121 | REPLICATE | WEIGHT | 76 |
| AWT77 | Num | 1122-1133 | REPLICATE | WEIGHT | 77 |
| AWT78 | Num | 1134-1145 | REPLICATE | WEIGHT | 78 |
| AWT79 | Num | 1146-1157 | REPLICATE | WEIGHT | 79 |
| AWT80 | Num | 1158-1169 | REPLICATE | WEIGHT | 80 |
| AWT81 | Num | 1170-1181 | REPLICATE | WEIGHT | 81 |
| AWT82 | Num | 1182-1193 | REPLICATE | WEIGHT | 82 |
| AWT83 | Num | 1194-1205 | REPLICATE | WEIGHT | 83 |
| AWT84 | Num | 1206-1217 | REPLICATE | WEIGHT | 84 |
| AWT85 | Num | 1218-1229 | REPLICATE | WEIGHT | 85 |
| AWT86 | Num | 1230-1241 | REPLICATE | WEIGHT | 86 |
| AWT87 | Num | 1242-1253 | REPLICATE | WEIGHT | 87 |
| AWT88 | Num | 1254-1265 | REPLICATE | WEIGHT | 88 |
| AWT89 | Num | 1266-1277 | REPLICATE | WEIGHT | 89 |
| AWT90 | Num | 1278-1289 | REPLICATE | WEIGHT | 90 |
| AWT91 | Num | 1290-1301 | REPLICATE | WEIGHT | 91 |
| AWT92 | Num | 1302-1313 | REPLICATE | WEIGHT | 92 |
| AWT93 | Num | 1314-1325 | REPLICATE | WEIGHT | 93 |
| AWT94 | Num | 1326-1337 | REPLICATE | WEIGHT | 94 |

|        |     |                                |
|--------|-----|--------------------------------|
| AWT95  | Num | 1338-1349 REPLICATE WEIGHT 95  |
| AWT96  | Num | 1350-1361 REPLICATE WEIGHT 96  |
| AWT97  | Num | 1362-1373 REPLICATE WEIGHT 97  |
| AWT98  | Num | 1374-1385 REPLICATE WEIGHT 98  |
| AWT99  | Num | 1386-1397 REPLICATE WEIGHT 99  |
| AWT100 | Num | 1398-1409 REPLICATE WEIGHT 100 |

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Rockville, Maryland 20850  
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- \* Make no use of the identity of any person or institution discovered inadvertently, and advise NCES of any such discovery.
- \* Not link this dataset with individually identifiable data from other NCES or non-NCES datasets.
- \* To proceed you must signify your agreement to comply with the above-stated statutorily based requirements.

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