

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
SURVEY OF SECONDARY SCHOOL MUSIC SPECIALISTS
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	School enrollment size 1 = Less than 500 2 = 500 TO 999 3 = 1,000 OR more
URBAN	Num	7	School community type 1 = City 2 = Suburban 3 = Town 4 = Rural
OEREG	Num	8	School region 1 = Northeast 2 = Southeast 3 = Central 4 = West
MINST	Num	9	Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students in the school 1 = Less than 6 percent 2 = 6 to 20 percent 3 = 21 to 49 percent 4 = 50 percent or more
POVST	Num	10-11	Percent of students in the school eligible for free or reduced-price lunch -9 = Missing (not ascertained) 1 = 25 percent or less 2 = 26 to 50 percent 3 = 51 to 75 percent 4 = 76 percent or more

LEVEL	Num	12	School level 2 = Secondary 3 = Combined
			DIRECTIONS: This questionnaire is intended for teachers who primarily teach music in secondary schools. If you currently have some other primary teaching assignment, do not continue.
Q1	Num	13	Are you a full-time teacher? 1 = Yes 2 = No
Q2	Num	14	How do you classify your current teaching arrangement? (Circle only one number.) 1 = Teach music full time 2 = Teach music part time 3 = Other (Specify)
T_Q3	Num	15-16	Top-code of Q3: At how many schools do you teach music? For confidentiality reasons, responses of 6 or more have been coded as 6 for the public-use file. 1-5 = Number of schools 6 = Number of schools is 6 or more
			Question 4 (grades taught) was collected to verify the eligibility of the sampled teacher. Responses to question 4 are not included in the datafile.
Q5	Num	17	Did this school (i.e., the school named on the cover of this questionnaire) offer any Advanced Placement (AP) or International Baccalaureate (IB) classes in music during regular school hours in the 2009-10 school year? 1 = Yes (Specify) 2 = No

Q6		[18-83]	<p>Please report the music subjects offered by THIS school (i.e., the school named on the cover of this questionnaire) in the 2009-2010 school year and your music teaching load during regular school hours for your most recent full WEEK of teaching.</p> <p>Counting sections or classes: If you taught chorus to 3 different groups or sections of students, you should report 3 chorus classes. If you taught chorus to the same group of students multiple times a week, count this class only once. Do not include music classes held outside of regular school hours.</p> <p>Counting enrollment: If you taught 3 sections of chorus, each with 20 students enrolled, report a total enrollment of 60 for chorus.</p>
Q6AA	Num	18	<p>Does this school offer courses in band (e.g., marching, concert, jazz) for the 2009-10 school year?</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6AB - Q6AE AND CODE AS INAPPLICABLE</p>
Q6AB	Num	19-20	<p>Did you teach band (e.g., marching, concert, jazz) during regular school hours in your most recent full week of teaching at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6AC - Q6AE AND CODE AS INAPPLICABLE</p>
T_Q6AC	Num	21-22	<p>Top-code of Q6AC: To how many sections or classes of students did you teach band (e.g., marching, concert, jazz)?</p> <p>For confidentiality reasons, responses of 9 or more have been coded as 9 for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1-8 = Number of sections or classes</p> <p>9 = Number of sections or classes is 9 or more</p>
T_Q6AD	Num	23-24	<p>Re-code of Q6AD: How many students are enrolled in band (e.g., marching, concert, jazz) sections or classes that you teach?</p> <p>For confidentiality reasons, responses have been coded into categories for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1 = Enrollment 1-100</p> <p>2 = Enrollment 101-200</p> <p>3 = Enrollment 201-300</p> <p>4 = Enrollment More than 300</p>

Q6AE	Num	25-28	How many total minutes per week did you spend teaching all sections or classes of band (e.g., marching, concert, jazz)? -8 = Inapplicable 30-1920 = Total minutes per week
Q6BA	Num	29	Does this school offer courses in chorus for the 2009-10 school year? 1 = Yes * 2 = No * SKIP Q6BB - Q6BE AND CODE AS INAPPLICABLE
Q6BB	Num	30-31	Did you teach chorus during regular school hours in your most recent full week of teaching at this school? -8 = Inapplicable 1 = Yes * 2 = No * SKIP Q6BC - Q6BE AND CODE AS INAPPLICABLE
T_Q6BC	Num	32-33	Top-code of Q6BC: To how many sections or classes of students did you teach chorus? For confidentiality reasons, responses of 7 or more have been coded as 7 for the public-use file. -8 = Inapplicable 1-6 = Number of sections or classes 7 = Number of sections or classes is 7 or more

T_Q6BD	Num	34-35	<p>Re-code of Q6BD: How many students are enrolled in chorus sections or classes that you teach?</p> <p>For confidentiality reasons, responses have been coded into categories for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1 = Enrollment 1-10</p> <p>2 = Enrollment 11-20</p> <p>3 = Enrollment 21-30</p> <p>4 = Enrollment 31-40</p> <p>5 = Enrollment 41-50</p> <p>6 = Enrollment 51-60</p> <p>7 = Enrollment 61-70</p> <p>8 = Enrollment 71-80</p> <p>9 = Enrollment 81-90</p> <p>10 = Enrollment 91-100</p> <p>11 = Enrollment 101-110</p> <p>12 = Enrollment 111-120</p> <p>13 = Enrollment 121-130</p> <p>14 = Enrollment 131-140</p> <p>15 = Enrollment 141-150</p> <p>16 = Enrollment 151-160</p> <p>17 = Enrollment 161-170</p> <p>18 = Enrollment 171-180</p> <p>19 = Enrollment 181-190</p> <p>20 = Enrollment 191-200</p> <p>21 = Enrollment More than 200</p>
Q6BE	Num	36-39	<p>How many total minutes per week did you spend teaching all sections or classes of chorus?</p> <p>-8 = Inapplicable</p> <p>60-1925 = Total minutes per week</p>
Q6CA	Num	40	<p>Does this school offer courses in strings/orchestra for the 2009-10 school year?</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6CB - Q6CE AND CODE AS INAPPLICABLE</p>
Q6CB	Num	41-42	<p>Did you teach strings/orchestra during regular school hours in your most recent full week of teaching at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6CC - Q6CE AND CODE AS INAPPLICABLE</p>

T_Q6CC	Num	43-44	<p>Top-code of Q6CC: To how many sections or classes of students did you teach strings/orchestra?</p> <p>For confidentiality reasons, responses of 6 or more have been coded as 6 for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1-5 = Number of sections or classes</p> <p>6 = Number of sections or classes is 6 or more</p>
T_Q6CD	Num	45-46	<p>Re-code of Q6CD: How many students are enrolled in strings/orchestra sections or classes that you teach?</p> <p>For confidentiality reasons, responses have been coded into categories for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1 = Enrollment 1-10</p> <p>2 = Enrollment 11-20</p> <p>3 = Enrollment 21-30</p> <p>4 = Enrollment 31-40</p> <p>5 = Enrollment 41-50</p> <p>6 = Enrollment 51-60</p> <p>7 = Enrollment 61-70</p> <p>8 = Enrollment 71-80</p> <p>9 = Enrollment 81-100</p> <p>10 = Enrollment 101-110</p> <p>11 = Enrollment 111-120</p> <p>12 = Enrollment More than 120</p>
Q6CE	Num	47-50	<p>How many total minutes per week did you spend teaching all sections or classes strings/orchestra?</p> <p>-8 = Inapplicable</p> <p>55-1625 = Total minutes per week</p>
Q6DA	Num	51	<p>Does this school offer courses in vocal chamber/small ensemble for the 2009-10 school year?</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6DB - Q6DE AND CODE AS INAPPLICABLE</p>
Q6DB	Num	52-53	<p>Did you teach vocal chamber/small ensemble during regular school hours in your most recent full week of teaching at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6DC - Q6DE AND CODE AS INAPPLICABLE</p>

T_Q6DC	Num	54-55	<p>Top-code of Q6DC: To how many sections or classes of students did you teach vocal chamber/small ensemble?</p> <p>For confidentiality reasons, responses of 5 or more have been coded as 5 for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1-4 = Number of sections or classes</p> <p>5 = Number of sections or classes is 5 or more</p>
T_Q6DD	Num	56-57	<p>Re-code of Q6DD: How many students are enrolled in vocal chamber/small ensemble sections or classes that you teach?</p> <p>For confidentiality reasons, responses have been coded into categories for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1 = Enrollment 1-10</p> <p>2 = Enrollment 11-20</p> <p>3 = Enrollment 21-30</p> <p>4 = Enrollment 31-40</p> <p>5 = Enrollment 41-50</p> <p>6 = Enrollment 51-60</p> <p>7 = Enrollment 61-80</p> <p>8 = Enrollment 81-100</p> <p>9 = Enrollment More than 100</p>
Q6DE	Num	58-61	<p>How many total minutes per week did you spend teaching all sections or classes vocal chamber/small ensemble?</p> <p>-8 = Inapplicable</p> <p>30-1410 = Total minutes per week</p>
Q6EA	Num	62	<p>Does this school offer courses in music theory/composition/songwriting for the 2009-10 school year?</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6EB - Q6EE AND CODE AS INAPPLICABLE</p>
Q6EB	Num	63-64	<p>Did you teach music theory/composition/songwriting during regular school hours in your most recent full week of teaching at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6EC - Q6EE AND CODE AS INAPPLICABLE</p>

T_Q6EC	Num	65-66	<p>Top-code of Q6EC: To how many sections or classes of students did you teach music theory/composition/songwriting?</p> <p>For confidentiality reasons, responses of 6 or more have been coded as 6 for the public-use file.C -8 = Inapplicable</p> <p>1-5 = Number of sections or classes</p> <p>6 = Number of sections or classes is 6 or more</p>
T_Q6ED	Num	67-68	<p>Re-code of Q6ED: How many students are enrolled in music theory/composition/songwriting sections or classes that you teach?</p> <p>For confidentiality reasons, responses have been coded into categories for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1 = Enrollment 1-10</p> <p>2 = Enrollment 11-20</p> <p>3 = Enrollment 21-30</p> <p>4 = Enrollment 31-40</p> <p>5 = Enrollment 41-50</p> <p>6 = Enrollment 51-75</p> <p>7 = Enrollment 76-100</p> <p>8 = Enrollment 101-150</p> <p>9 = Enrollment More than 150</p>
Q6EE	Num	69-72	<p>How many total minutes per week did you spend teaching all sections or classes music theory/composition/songwriting?</p> <p>-8 = Inapplicable</p> <p>30-1500 = Total minutes per week</p>
Q6FA	Num	73	<p>Does this school offer courses in any other (specify) music subjects for the 2009-10 school year?</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6FB - Q6FE AND CODE AS INAPPLICABLE</p>
Q6FB	Num	74-75	<p>Did you teach any other (specify) music subjects during regular school hours in your most recent full week of teaching at this school?</p> <p>-8 = Inapplicable</p> <p>1 = Yes</p> <p>* 2 = No</p> <p>* SKIP Q6FC - Q6FE AND CODE AS INAPPLICABLE</p>

T_Q6FC	Num	76-77	<p>Top-code of Q6FC: To how many sections or classes of students did you teach other (specify) music subjects?</p> <p>For confidentiality reasons, responses of 7 or more have been coded as 7 for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1-6 = Number of sections or classes</p> <p>7 = Number of sections or classes is 7 or more</p>
T_Q6FD	Num	78-79	<p>Re-code of Q6FD: How many students are enrolled in other (specify) music sections or classes that you teach?</p> <p>For confidentiality reasons, responses have been coded into categories for the public-use file.</p> <p>-8 = Inapplicable</p> <p>1 = Enrollment 1-10</p> <p>2 = Enrollment 11-20</p> <p>3 = Enrollment 21-30</p> <p>4 = Enrollment 31-40</p> <p>5 = Enrollment 41-50</p> <p>6 = Enrollment 51-60</p> <p>7 = Enrollment 61-70</p> <p>8 = Enrollment 71-80</p> <p>9 = Enrollment 81-90</p> <p>10 = Enrollment 91-100</p> <p>11 = Enrollment 101-120</p> <p>12 = Enrollment 121-140</p> <p>13 = Enrollment 141-160</p> <p>14 = Enrollment 161-200</p> <p>15 = Enrollment More than 200</p>
Q6FE	Num	80-83	<p>How many total minutes per week did you spend teaching other (specify) music?</p> <p>-8 = Inapplicable</p> <p>50-2250 = Total minutes per week</p>
Q7		[84-91]	<p>Use the instructions in question 6 to report your music teaching load at OTHER schools during regular school hours for your most recent full week of teaching.</p> <p>If you did not teach at any other K-12 school, check this box and continue with question 8.</p>
Q7A	Num	84-85	<p>Number of music sections or classes taught at other school(s) during your most recent full WEEK of teaching:</p> <p>-8 = Inapplicable</p> <p>1-45 = Number of music sections or classes</p>

Q7B	Num	86-89	Total enrollment in all sections or classes reported in question 7a: -8 = Inapplicable 4-808 = Total enrollment
Q7C	Num	90-91	Total hours per week spent teaching all sections or classes reported in question 7a: -8 = Inapplicable 1-32 = Total hours
Q8	Num	92	Did you teach music on a block schedule at any K-12 school during your most recent full week of teaching? 1 = Yes (Specify) 2 = No
Q9	Num	93	Did you teach any curriculum-based or co-curricular music classes outside of regular school hours during your most recent full week of teaching? (These classes should reflect the school's curriculum. Include all schools in which you teach.) 1 = Yes (Specify) 2 = No
Q10		[94-118]	Please provide the following information for the degree(s) you hold.
Q10AA	Num	94	Do you hold a bachelor's degree? 1 = Yes * 2 = No * SKIP Q10AB AND CODE AS INAPPLICABLE
T_Q10AB	Num	95-98	Re-code of Q10AB: What year did you receive your bachelor's degree? For confidentiality reasons, early years have been re-coded in one category for the public-use file. -8 = Inapplicable 1 = Prior to 1970 1970-2009 = Year bachelor's received

For confidentiality reasons, the text responses to question 10 column C (major field) and question 10 column D (minor field) have been excluded from the data files. The files include a set of analysis variables by degree level (bachelor's and graduate) and broad field of study (music education, music, education, and other).

Listed below are the question 10 analysis variables for bachelor's degrees.

BACH_MUED	Num	99	Analysis variable for major/minor field: Does the teacher have a bachelor's degree with major or minor in music education? 1 = Yes 2 = No
BACH_MUSIC	Num	100	Analysis variable for major/minor field: Does the teacher have a bachelor's degree with major or minor in music? 1 = Yes 2 = No
BACH_EDU	Num	101	Analysis variable for major/minor field: Does the teacher have a bachelor's degree with major or minor in an education field other than music education? 1 = Yes 2 = No
BACH_OTHER	Num	102	Analysis variable for major/minor field: Does the teacher have a bachelor's degree with major or minor in a field other than music or education? 1 = Yes 2 = No
Q10BA	Num	103	Do you hold a master's degree? 1 = Yes * 2 = No * SKIP Q10BB AND CODE AS INAPPLICABLE
T_Q10BB	Num	104-107	Re-code of Q10BB: What year did you receive your master's degree? For confidentiality reasons, early years have been re-coded in one category for the public-use file. -8 = Inapplicable 1 = Prior to 1980 1980-2010 = Year master's received
Q10CA	Num	108	Do you hold a doctorate degree? 1 = Yes * 2 = No * SKIP Q10CB AND CODE AS INAPPLICABLE
T_Q10CB	Num	109-110	Re-code of Q10CB: What year did you receive your doctorate degree? For confidentiality reasons, responses have been coded into categories for the public-use file. -8 = Inapplicable 1 = Prior to 2000 2 = 2000 or later

Listed below are the question 10 analysis variables for graduate degrees.

GRAD_MUED	Num	111	Analysis variable for major/minor field: Does the teacher have a graduate degree with major or minor in music education? 1 = Yes 2 = No
GRAD_MUSIC	Num	112	Analysis variable for major/minor field: Does the teacher have a graduate degree with major or minor in music? 1 = Yes 2 = No
GRAD_EDU	Num	113	Analysis variable for major/minor field: Does the teacher have a graduate degree with major or minor in an education field other than music education? 1 = Yes 2 = No
GRAD_OTHER	Num	114	Analysis variable for major/minor field: Does the teacher have a graduate degree with major or minor in a field other than music or education? 1 = Yes 2 = No
Q10DA	Num	115	Do you hold any other (specify) degree? 1 = Yes * 2 = No * SKIP Q10DB AND CODE AS INAPPLICABLE
T_Q10DB	Num	116-117	Re-code of Q10DB: What year did you receive your other (specify) degree? For confidentiality reasons, responses have been coded into categories for the public-use file. -8 = Inapplicable 1 = Prior to 1990 2 = 1990-2005 3 = 2006 or later

Listed below is the overall question 10 analysis variable.

DEG1_INFIELD	Num	118	Analysis variable for major/minor field: Does the teacher have a bachelor's, master's, or doctorate degree with major or minor in music or music education? 1 = Yes 2 = No
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Q11		[119-127]	Please provide the following information for the teaching certificate(s) or license(s) you hold.
Q11AA	Num	119	Do you hold a certificate or license in general education? 1 = Yes * 2 = No * SKIP Q11AB AND CODE AS INAPPLICABLE
Q11AB	Num	120-121	What type of certificate or license do you have in general education? -8 = Inapplicable 1 = Regular, standard, or professional 2 = Probationary 3 = Provisional temporary, or emergency
Q11BA	Num	122	Do you hold a certificate or license in music education? 1 = Yes * 2 = No * SKIP Q11BB AND CODE AS INAPPLICABLE
Q11BB	Num	123-124	What type of certificate or license do you have in music education? -8 = Inapplicable 1 = Regular, standard, or professional 2 = Probationary 3 = Provisional temporary, or emergency
Q11CA	Num	125	Do you hold any other (specify) teaching certificate or license? 1 = Yes * 2 = No * SKIP Q11CB AND CODE AS INAPPLICABLE
Q11CB	Num	126-127	What type of other teaching certificate or license do you have? -8 = Inapplicable 1 = Regular, standard, or professional 2 = Probationary 3 = Provisional temporary, or emergency
Q12	Num	128-129	During regular school hours (i.e., while students are in attendance), how many hours do you have designated as planning or preparation time during a typical WEEK of school? (Include all schools in which you teach.) 0-45 = Number of hours

T_Q13	Num	130-131	<p>Top-code of Q13: Including this school year, how many years have you taught music in K-12 public and private schools? (Include years spent teaching both full and part time. Exclude time spent student teaching or as a teacher's aide.) For confidentiality reasons, responses of 38 or more have been coded as 38 for the public-use file.</p> <p>1-37 = Number of years</p> <p>38 = Number of years is 38 or more</p>
Q14		[132-158]	<p>Provide the following information about professional/staff development activities in the last 12 months, excluding training received as a student teacher. In Column A, indicate how many total hours, if any, you spent in activities in which the content areas were a major focus. In Column B, for any content area in which you had professional development activities, indicate to what extent you believe it has improved your classroom teaching.</p> <p>Activities designed for music teachers</p>
Q14AA	Num	132	<p>During the last 12 months, how many total hours did you spend in professional development in which applied study in performing music was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14AB AND CODE AS INAPPLICABLE</p>
Q14AB	Num	133-134	<p>To what extent do you believe professional development in applied study in performing music improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p>
Q14BA	Num	135	<p>During the last 12 months, how many total hours did you spend in professional development in which applied study in improvising, arranging, or composing music was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14BB AND CODE AS INAPPLICABLE</p>

Q14BB	Num	136-137	<p>To what extent do you believe professional development in applied study in improvising, arranging, or composing music improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p>
Q14CA	Num	138	<p>During the last 12 months, how many total hours did you spend in professional development in which developing knowledge about music (e.g., historical, cultural, analytical) was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14CB AND CODE AS INAPPLICABLE</p>
Q14CB	Num	139-140	<p>To what extent do you believe professional development in developing knowledge about music (e.g., historical, cultural, analytical) improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p>
Q14DA	Num	141	<p>During the last 12 months, how many total hours did you spend in professional development in which connecting music learning with other subject areas was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14DB AND CODE AS INAPPLICABLE</p>
Q14DB	Num	142-143	<p>To what extent do you believe professional development in connecting music learning with other subject areas improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p>

Q14EA	Num	144	<p>During the last 12 months, how many total hours did you spend in professional development in which research on arts and student learning (e.g., arts and cognition) was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14EB AND CODE AS INAPPLICABLE</p>
Q14EB	Num	145-146	<p>To what extent do you believe professional development in research on arts and student learning (e.g., arts and cognition) improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p>
Q14FA	Num	147	<p>During the last 12 months, how many total hours did you spend in professional development in which integrating educational technologies into music instruction was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14FB AND CODE AS INAPPLICABLE</p>
Q14FB	Num	148-149	<p>To what extent do you believe professional development in integrating educational technologies into music instruction improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p> <p> Activities designed for all teachers</p>
Q14GA	Num	150	<p>During the last 12 months, how many total hours did you spend in professional development in which incorporating state or district standards into instruction was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14GB AND CODE AS INAPPLICABLE</p>

Q14GB	Num	151-152	<p>To what extent do you believe professional development in incorporating state or district standards into instruction improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p>
Q14HA	Num	153	<p>During the last 12 months, how many total hours did you spend in professional development in which student assessment was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14HB AND CODE AS INAPPLICABLE</p>
Q14HB	Num	154-155	<p>To what extent do you believe professional development in student assessment improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p>
Q14IA	Num	156	<p>During the last 12 months, how many total hours did you spend in professional development in which a subject area that is unrelated to music (Specify) was a major focus?</p> <p>* 1 = None</p> <p>2 = 1-8 hours</p> <p>3 = More than 8 hours</p> <p>* SKIP Q14IB AND CODE AS INAPPLICABLE</p>
Q14IB	Num	157-158	<p>To what extent do you believe professional development in a subject area that is unrelated to music (Specify)" improved your classroom teaching?</p> <p>-8 = Inapplicable</p> <p>1 = Not at all</p> <p>2 = Small extent</p> <p>3 = Moderate extent</p> <p>4 = Great extent</p>

Answer questions 15 through 20 for THIS school
(i.e., the school named on the cover of this
questionnaire).

- Q15 [159-166] In the last 12 months, how frequently have you participated in the following activities related to your teaching at this school? (Circle one on each line.)
- Q15A Num 159 In the last 12 months, how frequently have you participated in a common planning period with other arts specialists at this school?
1 = Never
2 = A few times a year
3 = Once a month
4 = 2 to 3 times a month
5 = At least once a week
- Q15B Num 160 In the last 12 months, how frequently have you participated in consulting with other teachers to help them integrate music into a lesson or unit of study that they teach at this school?
1 = Never
2 = A few times a year
3 = Once a month
4 = 2 to 3 times a month
5 = At least once a week
- Q15C Num 161 In the last 12 months, how frequently have you consulted with other teachers to incorporate units of study from other subject areas into the music curriculum at this school?
1 = Never
2 = A few times a year
3 = Once a month
4 = 2 to 3 times a month
5 = At least once a week
- Q15D Num 162 In the last 12 months, how frequently have you shared ideas about teaching with teachers outside your assigned school(s)?
1 = Never
2 = A few times a year
3 = Once a month
4 = 2 to 3 times a month
5 = At least once a week

Q15E	Num	163	<p>In the last 12 months, how frequently have you visited classrooms of colleagues who teach music at this school?</p> <p>1 = Never</p> <p>2 = A few times a year</p> <p>3 = Once a month</p> <p>4 = 2 to 3 times a month</p> <p>5 = At least once a week</p>
Q15F	Num	164	<p>In the last 12 months, how frequently have you participated in site-based management or school improvement teams or leadership councils at this school?</p> <p>1 = Never</p> <p>2 = A few times a year</p> <p>3 = Once a month</p> <p>4 = 2 to 3 times a month</p> <p>5 = At least once a week</p>
Q15G	Num	165	<p>In the last 12 months, how frequently have you provided input in the preparation of Individual Education Plans (IEPs) for students with special needs at this school?</p> <p>1 = Never</p> <p>2 = A few times a year</p> <p>3 = Once a month</p> <p>4 = 2 to 3 times a month</p> <p>5 = At least once a week</p>
Q15H	Num	166	<p>In the last 12 months, how frequently have you taught music through virtual field trips using technology at this school?</p> <p>1 = Never</p> <p>2 = A few times a year</p> <p>3 = Once a month</p> <p>4 = 2 to 3 times a month</p> <p>5 = At least once a week</p>
Q16		[167-170]	<p>Which of the following statements describe your instructional program in music at this school?</p> <p>(Circle one on each line.)</p>
Q16A	Num	167	<p>Does the statement "It is based on a written, sequential, local (or district) curriculum guide" describe your instructional program in music at this school?</p> <p>1 = Yes</p> <p>2 = No</p> <p>3 = Don't know</p>

Q16B	Num	168	Does the statement "It is aligned with your state's standards or the National Standards for Arts Education" describe your instructional program in music at this school? 1 = Yes 2 = No 3 = Don't know
Q16C	Num	169	Does the statement "It is integrated with other arts subjects" describe your instructional program in music at this school? 1 = Yes 2 = No 3 = Don't know
Q16D	Num	170	Does the statement "It is integrated with other academic subjects" describe your instructional program in music at this school? 1 = Yes 2 = No 3 = Don't know
Q17		[171-174]	Do you agree or disagree with the following statements about music instruction at this school? (Circle one on each line.)
Q17A	Num	171	Do you agree or disagree with the statement "Parents support me in my efforts to educate their children" about music instruction at this school? 1 = Strongly disagree 2 = Somewhat disagree 3 = Somewhat agree 4 = Strongly agree
Q17B	Num	172	Do you agree or disagree with the statement "The administration supports me in my work" about music instruction at this school? 1 = Strongly disagree 2 = Somewhat disagree 3 = Somewhat agree 4 = Strongly agree

Q17C	Num	173	Do you agree or disagree with the statement "Students are motivated to do well in music class" about music instruction at this school? 1 = Strongly disagree 2 = Somewhat disagree 3 = Somewhat agree 4 = Strongly agree
Q17D	Num	174	Do you agree or disagree with the statement "Community organizations/groups support my efforts to educate students" about music instruction at this school? 1 = Strongly disagree 2 = Somewhat disagree 3 = Somewhat agree 4 = Strongly agree
Q18		[175-186]	How adequate is the support for teaching music at this school in each of the following areas? (Circle one on each line.)
Q18A	Num	175	How adequate is the support for teaching music at this school in the area of instructional time with students? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate
Q18B	Num	176	How adequate is the support for teaching music at this school in the area of time for individual or collaborative planning? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate
Q18C	Num	177	How adequate is the support for teaching music at this school in the area of having a dedicated room or space for music instruction? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate

Q18D	Num	178	How adequate is the support for teaching music at this school in the area of having a dedicated space for performance? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate
Q18E	Num	179	How adequate is the support for teaching music at this school in the area of having a dedicated space for storage? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate
Q18F	Num	180	How adequate is the support for teaching music at this school in the area of instructional resources- materials/supplies for music instruction (e.g., sheet music, subscriptions, CDs/CD-ROMs, textbooks, DVDs, software)? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate
Q18G	Num	181	How adequate is the support for teaching music at this school in the area of classroom instruments- instruments typically used by students in the music classroom (e.g., auxiliary percussion, drums and ethnic percussion, keyboards, acoustic guitars)? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate
Q18H	Num	182	How adequate is the support for teaching music at this school in the area of classroom equipment- equipment typically used by teachers in the music classroom (e.g., piano/digital keyboard, stereo system ipod or mp3 player, digital recorder, microphones/sound system, guitar, digital tuners)? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate

Q18I	Num	183	How adequate is the support for teaching music at this school in the area of technologies- electronic equipment used in the study or creation of music (e.g., interactive white boards, computers, MIDI keyboards)? 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate
Q18JBOX	Num	184	If your school has no band or strings program, check the box and continue with question 19 0 = Not checked * 1 = Checked * SKIP Q18J AND CODE AS INAPPLICABLE
Q18J	Num	185-186	How adequate is the support for teaching music at this school in the area of having orchestra and band instruments- instruments available for students wishing to participate in the school string/orchestra or band program? -8 = Inapplicable 1 = Not at all adequate 2 = Minimally adequate 3 = Moderately adequate 4 = Completely adequate
Q19		[187-197]	In general, how much emphasis do you give to the following goals or objectives of student learning at this school? (Circle one on each line.)
Q19A	Num	187	How much emphasis do you give to singing a varied repertoire of music? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q19B	Num	188	How much emphasis do you give to performing a varied repertoire of music on a range of instruments? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis

Q19C	Num	189	How much emphasis do you give to improvising melodies, variations, and accompaniments? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q19D	Num	190	How much emphasis do you give to composing and arranging music within specified guidelines? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q19E	Num	191	How much emphasis do you give to reading and notating music? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q19F	Num	192	How much emphasis do you give to listening to, analyzing, and describing music? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q19G	Num	193	How much emphasis do you give to evaluating music and music performances? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q19H	Num	194	How much emphasis do you give to learning about the expressive possibilities of music (i.e., conveying feelings, ideas, and meaning)? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis

Q19I	Num	195	How much emphasis do you give to making connections among music, the other arts, and disciplines outside the arts? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q19J	Num	196	How much emphasis do you give to understanding music in relation to history and cultures? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q19K	Num	197	How much emphasis do you give to using technology to gain knowledge and skills in music? 1 = No emphasis 2 = Minor emphasis 3 = Moderate emphasis 4 = Major emphasis
Q20		[198-212]	To what extent if any, do you use the following types of assessment to determine student progress and achievement in music at this school? (Circle one on each line.)
Q20BOX	Num	198	If you do not conduct a formal assessment in music, check this box and continue with question 21. 0 = Not checked * 1 = Checked * SKIP Q20A - Q20G AND CODE AS INAPPLICABLE
Q20A	Num	199-200	To what extent do you use observation to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent

Q20B	Num	201-202	To what extent do you use selected-response assessments (i.e., multiple choice, matching) to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q20C	Num	203-204	To what extent do you use assessments requiring short written answers or essays to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q20D	Num	205-206	To what extent do you use performance tasks or projects to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q20E	Num	207-208	To what extent do you use portfolio collection of student work to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q20F	Num	209-210	To what extent do you use developed rubrics to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent

Q20G	Num	211-212	To what extent do you use any other (Specify) types of assessment to determine student progress and achievement in music at this school? -8 = Inapplicable 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q21		[213-221]	Outside of your school duties, to what extent if any, do you participate in each of the following activities related to music at this time? (Circle one on each line.)
Q21A	Num	213	Outside of your school duties, to what extent do you participate in providing instruction in a musical instrument or voice? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q21B	Num	214	Outside of your school duties, to what extent do you participate in performing as a soloist or member of an ensemble? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q21C	Num	215	Outside of your school duties, to what extent do you participate in composing or arranging music? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q21D	Num	216	Outside of your school duties, to what extent do you participate in conducting community or other ensembles? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent

Q21E	Num	217	Outside of your school duties, to what extent do you participate in attending live musical performances? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q21F	Num	218	Outside of your school duties, to what extent do you participate in studying, critiquing, or writing about music? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q21G	Num	219	Outside of your school duties, to what extent do you participate in providing arts leadership in your community or state? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q21H	Num	220	Outside of your school duties, to what extent do you participate in attending workshops with professional artists or arts groups? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
Q21I	Num	221	Outside of school duties, to what extent do you participate in attending performances directed by colleagues? 1 = Not at all 2 = Small extent 3 = Moderate extent 4 = Great extent
I_Q5	Char	222	imputation flag for question Q5 0 = Not imputed 1 = Imputed
I_Q6AB	Char	223	imputation flag for question Q6AB 0 = Not imputed 1 = Imputed

I_Q6AC	Char	224	imputation flag for question Q6AC 0 = Not imputed 1 = Imputed
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I_Q6BC	Char	228	imputation flag for question Q6BC 0 = Not imputed 1 = Imputed
I_Q6BD	Char	229	imputation flag for question Q6BD 0 = Not imputed 1 = Imputed
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I_Q6DB	Char	235	imputation flag for question Q6DB 0 = Not imputed 1 = Imputed
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I_Q6DD	Char	237	imputation flag for question Q6DD 0 = Not imputed 1 = Imputed
I_Q6DE	Char	238	imputation flag for question Q6DE 0 = Not imputed 1 = Imputed
I_Q6EB	Char	239	imputation flag for question Q6EB 0 = Not imputed 1 = Imputed
I_Q6EC	Char	240	imputation flag for question Q6EC 0 = Not imputed 1 = Imputed
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I_Q10AA	Char	251	imputation flag for question Q10AA 0 = Not imputed 1 = Imputed
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I_Q14CB	Char	264	imputation flag for question Q14CB 0 = Not imputed 1 = Imputed
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I_Q14HB	Char	274	imputation flag for question Q14HB 0 = Not imputed 1 = Imputed
I_Q14IA	Char	275	imputation flag for question Q14IA 0 = Not imputed 1 = Imputed
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I_Q18B	Char	294	imputation flag for question Q18B 0 = Not imputed 1 = Imputed
I_Q18D	Char	295	imputation flag for question Q18D 0 = Not imputed 1 = Imputed
I_Q18E	Char	296	imputation flag for question Q18E 0 = Not imputed 1 = Imputed
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TFWT3	Num	365-376	Replicate Weight 3
TFWT4	Num	377-388	Replicate Weight 4
TFWT5	Num	389-400	Replicate Weight 5
TFWT6	Num	401-412	Replicate Weight 6
TFWT7	Num	413-424	Replicate Weight 7
TFWT8	Num	425-436	Replicate Weight 8
TFWT9	Num	437-448	Replicate Weight 9
TFWT10	Num	449-460	Replicate Weight 10

TFWT11	Num	461-472	Replicate Weight 11
TFWT12	Num	473-484	Replicate Weight 12
TFWT13	Num	485-496	Replicate Weight 13
TFWT14	Num	497-508	Replicate Weight 14
TFWT15	Num	509-520	Replicate Weight 15
TFWT16	Num	521-532	Replicate Weight 16
TFWT17	Num	533-544	Replicate Weight 17
TFWT18	Num	545-556	Replicate Weight 18
TFWT19	Num	557-568	Replicate Weight 19
TFWT20	Num	569-580	Replicate Weight 20
TFWT21	Num	581-592	Replicate Weight 21
TFWT22	Num	593-604	Replicate Weight 22
TFWT23	Num	605-616	Replicate Weight 23
TFWT24	Num	617-628	Replicate Weight 24
TFWT25	Num	629-640	Replicate Weight 25
TFWT26	Num	641-652	Replicate Weight 26
TFWT27	Num	653-664	Replicate Weight 27
TFWT28	Num	665-676	Replicate Weight 28
TFWT29	Num	677-688	Replicate Weight 29
TFWT30	Num	689-700	Replicate Weight 30
TFWT31	Num	701-712	Replicate Weight 31
TFWT32	Num	713-724	Replicate Weight 32
TFWT33	Num	725-736	Replicate Weight 33

TFWT34	Num	737-748	Replicate Weight	34
TFWT35	Num	749-760	Replicate Weight	35
TFWT36	Num	761-772	Replicate Weight	36
TFWT37	Num	773-784	Replicate Weight	37
TFWT38	Num	785-796	Replicate Weight	38
TFWT39	Num	797-808	Replicate Weight	39
TFWT40	Num	809-820	Replicate Weight	40
TFWT41	Num	821-832	Replicate Weight	41
TFWT42	Num	833-844	Replicate Weight	42
TFWT43	Num	845-856	Replicate Weight	43
TFWT44	Num	857-868	Replicate Weight	44
TFWT45	Num	869-880	Replicate Weight	45
TFWT46	Num	881-892	Replicate Weight	46
TFWT47	Num	893-904	Replicate Weight	47
TFWT48	Num	905-916	Replicate Weight	48
TFWT49	Num	917-928	Replicate Weight	49
TFWT50	Num	929-940	Replicate Weight	50

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